

Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068 – 1151
Vol VIII (2012), No. 2

EDUCAȚIA-PLUS
JOURNAL PLUS EDUCATION

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Volumul VIII, Nr. 2/ 2012

Journal Plus Education
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Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068 – 1151
Vol VIII (2012), No. 2

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Volume VIII, No. 2/ 2012

**QUARTERLY JOURNAL, PUBLISHED BY
“AUREL VLAICU” UNIVERSITY, ARAD**

VOLUME VIII, No.2 NOVEMBER 2012

Journal Plus Education (JPE) is an official peer-review quarterly journal, issued by the Faculty of Educational Sciences, Psychology and Social Work, “AUREL VLAICU” UNIVERSITY, ARAD, which is also published online.

Coverage

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- *Ulrich's*
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**ISSN: 1842-077X
E- ISSN (online) 2068 – 1151
Editura Universității “AUREL VLAICU”
Arad, 2012**

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POSTMODERN PEDAGOGY

**Grozdanka Gojkov, Preschool Teacher Training College “M. Palov”
Vrsac and Teacher Training Faculty, Belgrade University¹**

Abstract:

The text deals with the reflections on the relation between postmodernism and pedagogy, considering the ways postmodernism has influenced pedagogic currents. The basic characteristics of postmodernism have been analysed, especially those significant for pedagogy. The relation between the criticisms of pedagogy of modern age and the main objections against such pedagogy has been considered, i.e. the differences between the pedagogy of modernism and the pedagogy of postmodernism. Being considered one of the main features of postmodernism, pluralism has significantly influenced pedagogy; as a consequence, we are facing the issue of the influence of postmodern perspectives on curriculum, with an emphasis put on the relation between philosophy and pedagogy in postmodernism. What has been noticed for pedagogy is that it has been marked by the demand for pragmatism, diminishing its scientific character and pushing it away from philosophy. Pedagogy has been expected to be used as a practical science in social-political purposes, attributing seemingly scientific determination to it. Deprived from philosophy, it has lost its scientific character and real purpose; this has been further supported by the new function of knowledge in postmodernism. Postmodern thinking raises new challenges to pedagogy and makes it express stronger inclinations towards the search for new visions and the refinement of human existence (towards better and more humane society) in order to encourage human intellectual potentials and decrease aggression, violence and poverty, having in mind that the age of postmodernism has been marked by the alarming value system shift from philosophical establishment of basic philosophical issues of existence towards narrow definition of economic interests, whose social development on the whole has been narrowed down to economic rationality, reflected in profit.

¹ e-mail: g_gojkov@open.telekom.rs

The consequences refer to cynicism, despair, moral indifference and some kind of myopic directedness. Knowledge has gained a character of goods, knowledge acquisition is separated from education, individualism is ruling the scene, moral aspects of education have been neglected. The ethics of responsibility of globalization has been bypassed... The first step to be made in the right direction is a turn to the philosophy of education not even yet discernable in Serbia.

Key words: *pedagogy, postmodernism, philosophy of education, pluralism.*

Formulating the theme I have faced a great dilemma, in spite of the fact that I have been dealing with the issues of pedagogy and postmodernism for more than a decade now. I had doubts whether the title of the paper to be *Pedagogy in Postmodernism*, or, for example *Postmodern Pedagogy* or *Postmodernism and Pedagogy* or vice versa. Nevertheless, being not up to explicate the reasons for each of the stated possible titles and not having strong arguments in favour of any, I have made up my mind for this title, starting from the recognizable and acknowledged features of postmodernism nowadays directly or indirectly influencing pedagogy, marking it down as being neither less than a science of education, nor, according to my modest assessment, special pedagogy. I will state only some of the characteristics of postmodernism making this influence recognizable. My impression is that there is a significant question of postmodern worldview in my looking back to the title of the paper. As its very name says, postmodernism is a response, i.e. a reaction to modernism. While modern age believed that science was leading us on its road to progress, postmodernism opens to dispute the very issue of efforts towards improvement of life in modernism, raising a question whether our lives are really better due to the progress of technique and technology. Postmodernism has observed the culmination of modernism in the 20th century through what had been brought about by the powers like totalitarianism, technocracy, consumerism and modern war and the conclusion is that this can be considered from the angle of efficacy and the improvement of people's lives, but it can also be seen from the angle of dehumanizing, mechanical influence on our lives. Holocaust was efficient, technically, coldly rational; the reaction of postmodernism is that there must be a better way to think about life and things.

There is another related question: what about centuries old issues of truth and knowledge. A postmodernist could say: "The truth is what people agree about" or "The truth is what works" or "There is no Truth, but a number of small *truths* wondering around" Postmodernists are inclined to reject an

idealized view on the Truth inherited from the ancient times and existing nowadays and to replace it by a dynamic, changing truth which depends on the time, space and perspective. Instead of searching for unchangeable and unchanging truth, they strive for celebration of the dynamic diversity of life.

Basic characteristics of postmodern thinking, usually expressed by the majority of authors (Digest, Hlynka i Yeaman 1992) could be paraphrased and would refer to the following: pluralism of perspectives, meanings, methods, values – everything! search for ambiguous meanings and the respect for them as well as for alternative interpretations, many of which are ironic and unintentional; criticism or negative attitude towards Grand narrations which should explicate everything. This refers to great scientific theories, as well as the myths in our religions, nations, cultures and professions which are to explain why things are as they are; the acknowledgement that – having in mind that there is a pluralism of perspectives and ways of gaining knowledge – there are also multiple truths.²

Within the field of education the reception and perception of what is called postmodernism varies largely between countries such as USA, France or Germany (Beck, 1993). In France, where a great deal of significant authors like Lyotard (1989, 1992, 1993), Baudrillard (1983, 1990, 1991) or Derrida (1978, 1988) have given main inputs for this discussion, the word “postmodernism” is not popular even in the case of these philosophers. Actually, there might be a good reason for not using the vague term used in different ways both in various disciplines and within the same disciplines (Welsch, 1988). In Germany, philosophers of education often refer to the work of Lyotard (1993) and his characterizations of postmodernism as an insight into the process of delegitimization of the so called “meta-narrations” (Becks, 1993). In the United States of America, it seems to be the case that postmodernism is seen as a broader and more general attack to the concepts like causality, determinism, egalitarianism, humanism, liberal democracy, objectivity, rationality or a “sovereign” subject (Rosenau, 1992).

It seems important to mention that there are authors who do not see postmodernism as anti-modernism; the rather think of postmodernism as a state radicalizing the features of modernism. From this perspective, a difference should be made between “anti-modern postmodernism” and “pro-

²The same authors (ironically!) suggest four easy steps to become a postmodernist:
Observe concepts, ideas and objects as texts. Textual meanings are open for interpretation.
Look for binary opposites in all texts. Some common opposites are good/wrong, progress/tradition, science/myth, love/hatred, man/woman, truth/fiction.
“Deconstruct” the text showing that the opposites are not always true.
Identify the texts that are not present, the groups which are not represented and all the slips and shortcomings, either intentional or not, yet significant.

modern postmodernism”. Welsh (1988) describes postmodernism in the following way: radicalized pluralism, pluralism of concepts like truth, justice or humanity, the state that, on the one hand, offers lots of freedom and on the other, opens even more problematic questions (Welsch 1988: 5-7).

Modern search for unity and continuity both in social dimension and in theory has become problematic, but not impossible – unity and continuity are the main features of modern (metaphysical) dream, but from the perspective of postmodernism, universal claims are no longer non-metaphysically grounded. In other words, postmodernism has been focused on heterogeneity of modern pluralism, while within the project of modernism (Habermas, 1988) radical pluralism was seen as a threat to ideas like solidarity, humanism and emancipation.

Many authors have posed a question referring to possibility to offer an appropriate definition of postmodernism. According to Usher and Edwards (Usher & Edwards 1999: 9) it could be claimed that postmodernism criticizes “faith in rationality and science promising faith in inevitable progress with the purpose of improvement of a man”. To put it more precisely, postmodern criticisms have focused on the conceptions of non-relative truth, non-relative rationality and non-relative science (Foster & Herzog, 1994: 3).

We will once again briefly turn to the relation between something called modernism and something else called postmodernism, paying attention to the issue of pluralism. The first association to the previous comments on the context of the test tat comes to mind is a quotation from the book of Usher and Edwards (1994: 2) who give access to a positive “definition” of postmodernism: “It is likely that it is best understood as a state of mind, critical, self-relational attitude and style, a different way of looking and work, rather than a firmly determined body of ideas, as a clearly described position or a set of critical methods and techniques”.

1. The Issue of Pluralism in Postmodernism

Postmodernist pluralism can be discussed at least at two levels: as a sociological finding (e.g. Gehlen, Berger, Bell, Habermas, Jameson) and/or as a philosophical issue. From sociological point of view, pluralism has nowadays been discussed calling on technological development of information transfer. From this standpoint, both universalism/standardization, on the one hand, and pluralism/inividualization, on the other, are constantly growing (Beck, 1986; Munch, 1991). Munch calls this a paradox which seems to suitably describe the situation of highly developed and extremely complex societies as “dialectic of communication society” (Munch, 1991). The paradox is growing along with the growth of the focus on communication and

information, while relevant knowledge, mere practical knowledge is no longer based on the “real” experience” but on the second-hand experience.

The notion of a dichotomy of modernism and postmodernism is problematic – dichotomies give some structure for the discussion but are easily used for purposes of simplification (Welsch, 1995). Postmodernists themselves may have cultivated some self-misunderstandings when they viewed their task as a broad and general attack on pretended (modern) fundamentals of social practice and theory generation – and rigid apologists of the so-called project of modernity helped to cultivate this view by interpreting postmodernism exclusively as a threat to what was supposed to be fundamental in both views, normatively and theoretically. This modern belief is nourished by the use of an architectural metaphor (Uhle, 1993); society, on the one hand, so it is implicitly postulated, has to have a moral fundament, a groundwork, let us say shared values as the base of social interaction and legitimate practice – and theory, on the other hand, is viewed to ground on shared concepts of rationality and truth. Postmodernism then is regarded as the attempt to delegitimize or deconstruct this groundwork with the consequences of ethical relativism and theoretical chaos – or, in other words, as the establishing of the imperative: do whatever you like! Maybe it would be helpful to primarily ask whether there really is a fundament with regard to social practice and theory generation, whether such a fundament is necessary and, after all, possible. Referring to the works of Feyerabend, Goodman and Kuhn, Foster and Herzog (1994) argue that “serious questions” have been raised already some time ago “about accepted conceptions of a non-relative science, a non-relative truth, a and a non-relative rationality” – three relevant aspects of the constitution of such a fundament. Many authors agree that it is neither possible nor necessary to keep such an idea alive (Fleischaker, 1994; Foster and Herzog, 1994; Usher and Edwards: 1994). Rational consensus in regard to (normative) values or to theoretical premises may be desirable, and the belief in the possibility of rational consensus might even be a necessary feature of any argumentation situation. However, some embarrassing helplessness has to be stated whenever rational consensus is supposed to be found: it just does not provide helpful orientation for any of today’s ethical problems or theoretical debates. Some of the reasons are:

- the complexity of relevant issues (Luhmann, 1990);
- deduction problems (Hoffe, 1979);
- the variety of language games (Wittgenstein, 1993) and heterogeneous types of discourses (Lyotard, 1989) and
- the insufficient abilities of real subjects as members of various discourse communities, especially when the gap between competence and performance with regard to rational and moral motivation

increases as the interests of the discourse participants are concerned (Tugendhat, 1992a, Reichenbach, 1994).

The many-foldedness of social and scientific life and of practical and theoretical interests demands a variety of criteria specific for a given situation, that - which can easily be shown – in most cases turn out to be incompatible (Eilingsfeld, 1994). The decision of which criterion is valid or useful in certain situation can be based either on rational reasoning or on “the power of a better argument” (Habermas, 1991); this mostly depends on the existence of a common, i.e. shared, language game or the type of a common discourse. This power may fully dissolve as different games are played and no common “highest or superior principle” (Welsch: 1998), in other words, no “supreme principle” can be named any more that could possibly resolve such conflicts. What Lyotard (1993) calls “meta-narratives” has been actualized in the modern belief that the aim of inter-discursive consensus can be achieved by means of rational argumentation. Such a belief not only requires metaphysical assumptions that – from the postmodernism perspective – cannot be accepted any longer, but also extremely idealistic discourse setting, as well as competences of discourse participants. However, the lack of the “superior judge” does not always lead to mere confusion and chaos; it does not mean that a consensus cannot be reached while different players play different games; it rather means that the agreements reached in such antagonistic situations do not have superior or common rationality for their grounds; it seems that they are reached thanks to a certain type of coordination process (Giegel, 1992). With regard to the relevant theoretical and ethical issues, argumentation often finds itself in a deadlock situation, where opposing arguments turn out to be the right ones, i.e. legitimate ones, but, after all, incompatible.

Nevertheless, decisions have to be made anyway, and this means that the clam for rationality has to be revised in order to coordinate interests, validity claims and social interaction. Social and scientific life is full of agreements that neither ground on shared rationality nor shared values or shared theoretical premises – such fundaments are not necessary for social interactions or for solution processes in disputes – if they were, total chaos would have emerged a long time ago. This interpretation does not imply that discourse rationality would be a matter of negotiation processes, rather, it implies some – let us call it “postmodern” – modesty when raising or testing validity claims of truth or rightness.

Modernity stands for universal validity claims – claims that may not be questionable with regard to their desirability or their noble motivation – but this universality cannot be founded non-metaphysically (Tugendhat, 1992b), nor can it be established within the framework of Habermasian consensus theory that claims to be non-metaphysical.

Modern thinking is based on the dualism of the particular and the general, the dualism of the singularity and the universality; on the other hand, modern thinking is, of course, mainly interested in generality and universality. Particularity, diversity and discontinuity are creating a problem for modern thinking and for the modern belief in discursive universalities (Foster and Herzog, 1994). Modern thinking cannot really handle the special, the singularity. The special and the singularity are only accepted as long as they are able to serve as an example for something more general. Postmodern authors, on the other hand, such as Lyoard (1989), give prominence to the singularity, to things and situations that are not comparable, maybe not even understandable. It is a certain ethical attitude to not always trying to press the special and incommensurable into the modern schemes of the one and only truth or one and only morality.

The Influence of Postmodern Pluralism on Pedagogy

At this point the discussion becomes relevant for the relation between pedagogy and postmodernism. Due to the limited time and space, this part of discussion will focus on the influences postmodernism has had on constructivism, nowadays already considered a generally accepted didactic paradigm. An undisputable link between pedagogy and postmodernism is seen in thinking about postmodernism as an underlying philosophy about the world, and about constructivism as a rather general theory of cognition, suggesting how the mind works and how we know things. The roots of many constructivist beliefs about cognition are traceable to postmodern philosophies which depart from the rationalist, objectivist and technocratic tendencies of “modern” society.

Table 1 illustrates this relationship between constructivism and postmodern philosophy

Philosophy	Theory about cognition
postmodernism	Constructivism
Postmodern philosophy emphasizes contextual construction of meaning and the validity of multiple perspectives. Key ideas include: <ul style="list-style-type: none"> - knowledge is construed by people and groups of people; 	<ul style="list-style-type: none"> - Mind is real. Mental events are worthy of study. - Knowledge is dynamic. - Meaning is construed. - Learning is a natural consequence of

<ul style="list-style-type: none"> - reality is multi-perspectival; - truth is grounded in everyday life and social relations; - life is a text; thinking is an interpretative act; - facts and values are inseparable; - science and all other human activities are value-laden. 	<p>performance.</p> <ul style="list-style-type: none"> - Reflection/abstraction is critical to expert performance and to becoming an expert. - Teaching is negotiating construction of meaning. - Thinking and perception are inseparable. - Problem solving is central to cognition. - Perception and understanding are also central to cognition.
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In truth, not all constructivists are postmodern in their orientation. In psychology, constructivism originally reflected the thinking of people like Piaget and Vygotsky, who were basically modern in orientation. The current didactic instructional models of Spiro, Jonassen, Bereiter, Resnick, Lesgold, etc – while definitely constructivist – show varying degrees of postmodern influence (although some may be postmodern without realizing it!). It is possible to have a constructivist view of cognition while still retaining a fairly traditional, modern view of science, method and technology.

It seems that it should also be noted here that postmodern thinking can lead to what is considered positive or negative outlooks on life. On the down side, some postmodernist theories can lead to despair, cynicism, moral indifference and a kind of myopic self-centredness. At the same time, other theorists are using postmodern ideas to fashion very positive, hopeful, even spiritual approaches to life (Spretnak, 1991; Tarnas: 1991).

Postmodern plurality as a sociological finding and a philosophical problem has, as is often found in literature, an impact on the curriculum with regard to at least three aspects: (1) the status of knowledge, (2) the teaching method, and (3) the normative dimension.³

3

- Unlike the project of modernity, postmodernism distrusts the premises of necessary and possible unity and continuity. The abilities to be developed in the postmodern condition are no longer primarily competences of ego-identity (Uhle, 1993), who are able to find consensus on issues at question on the base of rational argumentation by the power of the better argument. In a postmodern world there are many better arguments – but they are incompatible and antagonistic. Postmodern knowledge does not provide universal criteria by the means of supreme principles that can serve to find consensus, but, still, it provides the insight that agreement has to be and can be reached even if the participants remain in dissent concerning fundamental premises. The claims of postmodern curricula become more modest: consensus becomes local.

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- The above descriptions of what is called postmodernism do not have obvious consequences on the contents of the curriculum. However, they are of relevance with regard to how knowledge is acquired and dealt with in instruction. Postmodern knowledge is also the knowledge about the paradox effects of knowledge: the establishing of global standardization and conformity on the one hand and of local heterogeneity and individualization on the other hand. This paradox is due to the structure of communicative action: communication is enculturating the subject and, at the same time, important for its individuation. As communication and information possibilities get faster and more connected, the tendencies of gaining nothing but superficial and purely pragmatic knowledge also increases. This is a potential problem for the functioning of democracy if democracy is not just reduced to the majority rule. Teaching knowledge in a postmodern world means to be sensitive about the functions and quality of knowledge. The tendency to teach more and more knowledge that is disconnected from the world in which the learner lives – Husserl called it *Lebenswelt* – may be due to the scientific orientation of teaching and the problematic plurality of the scientific world. To start with the lived world and actual experiences of the learners might become a crucial point in school and teaching as the delegitimation process of metanarratives continues and deconstructs the modern belief in the continuity of history and biography, emancipation and humanism. Lived worlds are heterogeneous and pluralistic, but that does not mean that the postmodern individual would live in some permanent identity crisis (as some sociologists like to exaggerate, for instance Berger et al, 1987). Nevertheless, from a pedagogical perspective unity and continuity in the relationship between teacher and learner and with regard to the knowledge transmitted and constructed is an important feature of today's schools (Noddings, 1992). This circumstance requires a stronger inclusion of the lived world, especially because the postmodern condition tends to move school and teaching in the opposite direction.
 - On the normative dimension, postmodernism asks for a reflected attitude towards pluralism and tolerance (Zimmerli, 1994). Pluralistic tolerance does not imply that anything is OK and that everything has to be accepted – such a concept is rather unethical and undemocratic. Pluralistic tolerance is nourished by the insight into the heterogeneity of discourse types and language games. So, today's task is to accept this fact and to develop the ability to fight for one's own convictions without using violence, in other words, to learn to live with more or less permanent disagreement and dissent. This seems to be more important than to achieve the high and surely noble ideal of the subject that searches for consensus by rational argumentation – an ideal that just a few achieve, anyway. The development of the ability to endure disagreement and dissent is closely connected to the insight that there is always a lack of information and knowledge, and it is connected to individual, often hurtful experiences of getting stuck with powerless, helpless and lacking arguments. To focus on complexity, discontinuity and differences in school and teaching may lead to this postmodern modesty – a modesty that resigns from the modern belief that there are rational solutions to every problem and that there is some higher sense and meaning in every difference.

Comparing Modernist and Postmodern Educational Theory

From *The Death of Truth*, retrieved from the site:
www.xenos.org/classes/papers/pomoedu.htm

	Modernist Theory	Postmodern Theory
Knowledge	Educators ideally should be authoritative transmitters of unbiased knowledge	Educators are biased facilitators and co-"constructors" of knowledge.
Culture	Culture is something students should learn about, but can also be a barrier to learning. Students from diverse cultures must be trained in a shared language, or medium of communication, before teachers can transmit knowledge to them.	The modernist goal of unifying society results in domination and exploitation, because unity is always based on dominant culture. All cultures are not only of equal value, but also constitute equally important <i>realities</i> . Minority students must be "empowered" to fight against Eurocentric enculturation.
Values	Traditional modernists believe that educators are legitimate authorities on values, and therefore <i>they should train students in universal values</i> . More liberal modernists argue that <i>education should be "values-neutral."</i> Teachers help students with "values clarification"--deciding what values each individual student will hold. Values can, and should be separated from facts. The most important values are <i>rationality and progress</i> .	Education should help <i>students construct diverse and personally useful values in the context of their cultures</i> . Values are considered <i>useful for a given culture</i> , not <i>true</i> or <i>right</i> in any universal sense. Since teachers cannot avoid teaching their own values, it's okay for teachers to openly promote their values and social agendas in the classroom. Important values to teach include striving for diversity, tolerance, freedom, creativity, emotions and intuition.
Human Nature	Modernists generally <i>believe in a stable, inherent self that can be objectively known</i> . In addition, since humans are thought to have a stable essential nature, IQ tests,	Students have no "true self" or innate essence. Rather, selves are social constructs. Postmodern educators believe <i>self-esteem is a pre-condition for learning</i> . They view education

	<p>and other similar "objective tests", can be used to discover students' innate intelligence. By giving them mastery over subject matter, teachers enhance students' self-esteem. Education helps individuals discover their identities. Individuals and society progress by learning and applying objective knowledge.</p>	<p>as a type of therapy. Education helps individuals construct their identities rather than discover them. Individuals and society progress when people are empowered to attain their own chosen goals.</p>
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The Influence of Postmodern Perspectives on the Curriculum

Education is a normative enterprise and has two major pedagogical resources: teaching and the curriculum. The purpose of any curriculum used by school is the achievement of certain desired end states and virtues by their students. Such desired end states are derived from societal values and skills deemed necessary for the functioning of society. On the level of educational theory one can talk of “curricular ideologies”, referring to the value premises from which practical educational decisions are made. Curricular ideologies are mainly the consequences of preferred *Weltanschauungen* – views of the world – and as such, at least in democratic and pluralistic societies, are various and heterogeneous (F. Oser, R. Reichenbach i J. C. Walker , 1999).

The debate is characterised by a rather poorly and vaguely defined use of the terms “modern” and “postmodern” and is often conducted in quite emotional ways. The discourse on postmodernism in education began only a decade ago and is rather abstract. It remains unclear what influence postmodern concepts and claims of delegitimation have on education – both teaching and the curriculum. The reasons for this unsatisfying situation may be the vague concepts of some postmodernists and/or the difficulty of approaching a fruitful discussion between modernists and postmodernists. With respect to this lack of clarity and understanding it is philosophically legitimate and necessary to continue this discussion while trying to focus on specific fields of application. From a long-term perspective, the impact of this discussion on the curriculum is of great importance.

We will briefly deal with some of the ideas presented as contributions to an international symposium designed to reflect the influences of modern and postmodern conceptions of knowledge on the curriculum and on curricular ideologies. The contributions represent various views on the general topic and

specific fields of application; thus some of the ideas will be good incentives for further reflection and dealing with the issue on the meanings and the ways of postmodern pluralism; at the same time, efforts will be made at considering its reaches and the influence it has on the curriculum. Only some ideas of pluralisation of the curriculum in the sphere of morality will be outlined in this text. Denis Phillips criticizes some papers from the perspective of contemporary analytic philosophy, drawing on his long-standing interest in the validity of postmodern criticism of modern education thought and practice.

Moral Education Curriculum and Postmodern Pluralism

Discussing in particular the implications of Heideggerian and Gadamerian hermeneutics for multicultural education, Deborah Kerdeman comments on post-structuralism, de-constructionism, radical hermeneutics and postmodernism. She argues that despite important differences, all share the views that interpretation consists in a trembling interplay of signs and tests that encompasses both the interpreter and that which is interpreted. Caught within the unceasing dialectic, the modern subject becomes deconstructed and displaced. Consciousness, self, rationality dissolve as postmodernism revels in life's vexing ambiguities.

This orientation shares much with the hermeneutics of Martin Heidegger. As the philosopher John Caputo tells us, postmodernism represents less a departure from Heideggerian hermeneutics than a "radicalization" of "its innermost direction and momentum". Both regard life as difficult and troubled and "would keep a watchful eye for the ruptures and the breaks and the irregularities in existence". In two important respects, however, postmodernism differs from Heidegger's hermeneutics. While memory and pre-understanding are central for Heidegger, they have no place in postmodernism. Moreover, with the radicalisation of hermeneutics, the capacity for reflection utterly evaporates.

Concentrating on the curriculum of moral education, Fritz Oser notes that extreme postmodernists conclude that there are good reasons to distrust modernity's moral claims. He points out that postmodernism, especially when the term "post-modernist" is used rather fuzzily, is often regarded as a threat to moral understanding and universal conceptions of morality. Moderate postmodernists, among many others, argue that universal moral claims are idealistic, even fictional, but that the ideas of ethics and justice are not disclaimable. Both views are products of philosophical reflection on the possibility and necessity of morality. Philosophical and ethical reflections do, in fact, influence the development and evaluation of curricula on moral education. It is important for us that many authors now consider that this influence is often overestimated and, consequently, researchers working on

curricula of moral education may commit deduction fallacies. Thus, it is considered that moral education does not emerge from philosophical reflection, but from the fact of education.

Oser discusses the impact of postmodern plurality and diversity of norms and values on the curriculum of moral education, showing that many concepts of moral education are, in fact, jeopardized by the characteristics of the postmodern world. He then outlines necessary characteristics of any curriculum of moral education with regard to postmodern *Lebenswelten* (life-worlds), arguing that the equation of pluralism and ethical relativism has to be refuted. The same author also discusses the curricular possibilities of balancing postmodern realities and moral necessities. The main feature of a curriculum of moral education capable of handling postmodern pluralism and relativism is its procedural orientation.

Roland Reichenbach argues that the prevalence of postmodern approaches in teaching and education is not a matter of personal preference, but, rather, follows from the transformation of the meaning of knowledge as a characteristic of the *Zeitgeist*. The concept of an “open future” is an important feature of the postmodern world. Modern beliefs of (necessary) progressive development in society have lost their appeal to many people. In addition, major theoretical frameworks (meta-narratives) that typically stood for the “project of modernity” became less and less compelling. This process of deligitimation is accompanied by radical shifts towards an information society in which the significance of knowledge and information becomes merely pragmatic. Traditional humanistic concepts of education and personality formation on the one hand, and learning and knowledge, on the other hand, have to be reconsidered from a perspective involving both the virtues of modernity and postmodern scepticism with respect to idealistic and rigid biases of modern thought. Reichenbach focuses on the question of whether curricular adaptations to the postmodern challenge are necessary and desirable. Denis Phillips, unrepentant modernist, accepts postmodernists as a stream within modernism, more sceptical than the postmodernists themselves of the grand narratives of both modernists and postmodernists. In this way he may have saved the curriculum from the implications of being decentred, and himself from responding to a position which cannot be a position, namely postmodernism.⁴

⁴ The ideas proposed in the discussion above have been taken from the symposium introduction (American Educational Research Association Annual Meeting, San Francisco, 1995), written by F. Oser and R. Reichenbach, and modified, with their agreement for publication in EPAT, by J. C. Walker

2. Postmodern Knowledge Theories

According to the assessment of many authors, the outstanding technological and scientific progress of the 20th century has not been encouraging enough in social and cultural sense, leading to obvious social and cultural negligence of substantial spheres of human existence, as well as reduced social and cultural concepts in regard to human capacities growth. Z. Golubovic can see this in the manifestation of emphasized incapability of people to understand the complexity of postmodern world, which, under the influence of globalization, looses hope in the possibility of struggle against dehumanization of individuals and society, in the circumstances in the more and more obvious increasing depression of not only transition societies, but also developed countries. At the same time, global terrorism has been obviously used as an alibi for the more emphasized repression (Golubovic, Z. and Jaric, J). In the way education reforms have been carried out, increasingly more expressed utilitarian approaches to world understanding are noticeable, while knowledge transfer, supposed to prepare individuals for life, before all, refers to the ways of adjustment to the existing power structures, which, in the era of globalization, instead of better understanding between people and various cultures, leads to the spread of xenophobia and encouragement of fight against “the enemy”, justifying constant wars in the world (ibid). Therefore Z. Golubovic holds that when living in a society people are increasingly less able to understand, let alone influence, virtual reality is created, offered by digital technology as a postmodern way of life; thus, running away from reality, under the impression that there is no possible way to resolve the existing problems of the global crisis, people playfully accept the condition of being unable to get creatively involved in life and try to change something.

The reasons for this can be found in the social context of the 20th century, considered by many as the grounds for “cultural fall”. Among many to notice this was M. Horkheimer, who emphasized the harmful consequences of “technological civilization” back in the 1960ies, stressing that as much as it seems that technological knowledge broadens the range of human thought, it also decreases his or her ability to resist the increasing mechanisms of manipulation, weakens his imagination, independent critical judgement. He also pointed out that technological progress was followed by dehumanization (Horkheimer, M, 1963). Previous statements are in agreement with the concise diagnosis of postmodernism, simply illustrated by the name coined by P. Sloterdijkov - “spring of entropy”, ruled by “entropic qualities of the old culture” and the period of “ethnic paranoia” (Sloterdijk, P, 2001), as well as with the description of A. John I., who describes postmodernism from the standpoint of culture as a break with the notion of culture as a “way of life” and the integrative factor of “world life” (Golubovic Z. and Jaric, I: 46).

The previous text has been outlined as an introduction to understanding of postmodern framework within which contemporary knowledge theories are positioned, having in mind that questions are raised in regard to introduction and supremacy of economy over the whole social existence in the function of exclusive “economic rationality”, utilitarian orientation towards efficacy and success as the most acknowledged value, consumerism interpretations of all work results, including education achievements as “goods” produced and its production viewed as created to be sold; in other words, it is considered that knowledge is spent and will be spent in order to get valorised in a new production, i.e. in order to be exchanged. Thus knowledge ceases to be its own purpose; i.e. it gains “utility value”. This is considered a feature legitimizing postmodernism, rather than changes in architecture and arts, as it is usually thought. Analysts therefore point out that postmodernism could have remained a mere European whim in the 1970ies, if it had not been for the changes in the development of science and politics that had given it its real importance. It is the same for culture: it is routinely produced; the spread of fashion is encouraged, increasing consumerism, with mass industrial culture production as its most appropriate form. Z. Golubovic emphasizes the pauperization of culture as a feature of the end of the 20th century, with limitations imposed by postmodernism to Western technological and digital civilization, marking it by “the lack of grand ideas”, depersonalization of human communications and rehabilitation of national tradition without critical reconsideration as a reaction against unilaterally imposed globalization with Eurocentric characteristics, threatening to suppress historically established identities, which, according to the evaluation of many authors, has caused the revival of populism in culture (Darendorf, R, according to Golubovic, Z. and I. Jaric: 45).

It is considered that the emergence of relativising of scientific philosophical notions and research is closely connected with postmodernism, manifested in Serbia as a denial of the essence of philosophical discourse, as critical reconsideration and understanding of existential matters and modernity, as an attitude to contemporary reality, i.e. ethos. Z. Golubovic talks about this as a necessity to according to criticism determine what we can know, what we should do and what we can hope for, citing U. Eko she emphasizes that the differentiation between can be done – should be done and cannot be done asks for critical moral evaluation and is contrary to the standpoint advocating for “value free science” (ibid). Such a negative attitude towards science being liberated from its philosophical foundations is to be found in a number of authors, leading to instrumental rationality.

Along with the above stated is the statement that socio-political context of postmodern society is permeated by the dominating neo-liberal ideology striving for pure economic rationality and reducing individuals to

those addicted to “economic success”, as a basic behaviour criterion of a man of “consuming society”, insensitive for moral norms advocated by Kant’s categorical imperative. Moral nihilism, as the morality of postmodernism is seen by many authors has, according to the already cited Z. Golubovic, the following distinguishing features: a great number of individuals is nowadays value disoriented and satisfied by the reduced life concept, living according the principle of consumerism mentality, not thinking about the importance of the development of human and creative capacities and powers, subjected to technocratic principles as imperatives of life and behaviour; imitation and reproduction are the replacement for individual and group creativity and imagination, and the average is considered a norm, with creativity and reflectivity thus loosing the battle against the spread of populism; the ideas of Enlightenment are estimated as inefficient and marginalized (as “grand narratives”), together with the humanistic approach to the phenomena of modernity and they are replaced by “neutral discourse”, strong tendencies of Euro-centrism and ethno-centrism over creative intercultural communication can be noticed, encouraging the sense of helplessness at both individual and national level in the search for the way out of the global chaos which was acknowledged and publicly announced in the world crisis in the end of 2008 (Ibid).

The mentioned moral nihilism from the angle of value is in postmodernism characterised by the relativization of the consensus of the “highest” human value. According to some, it is human dignity, as a synonym for the respect for any human being, as well as other liberal, i.e. democratic values (freedom, equality, autonomy, solidarity...). Value system as a part of a world-view (individualistic, collectivistic, altruistic, egoistic, active, passive, hedonistic...) has also, according to its characteristics, featured the transition from modernism into postmodernism. Numerous authors consider that it is easy to notice that postmodernist society has rejected the ideas on the need for the search for new visions and the improvement and refinement of human existence (better and more humane society), in order to encourage human intellectual potentials and decrease aggression, violence and poverty; in other words, the end of the 20th century was marked by an alarming value system shift from philosophical grounds of the basic philosophical questions of existence towards narrowed definition of economic interests, boiling social development on the whole down to economic rationality, expressed by profit. The consequences refer to cynicism, despair, moral indifference and some kind of myopic directedness. Knowledge has gained a character of goods, knowledge acquisition is separated from education, individualism is ruling the scene, moral aspects of education have been neglected. The ethics of responsibility of globalization has been bypassed.

It seems that after the previously outlined general context of postmodernism we can get closer to the views on knowledge. So, how is knowledge seen in the age of postmodernism? According to Lyotard, in its traditional form, knowledge almost entirely had exclusively narrative character, in its traditional form, knowledge used to have almost exclusively narrative character, while its legitimization referred to the transfer of grand narrations. Knowledge used to be marked by mythical discourse and indisputability, which makes basic determinants for qualification that, as it has been put by A. Halmy, could be called “primitive pattern of knowledge transfer”. According to the same author, the postmodern, mythical incarnation of knowledge literally based on grand narrations (paradigms) used to be legitimated solely on the narrative convincingness of the authority. Modern science with its shaping was legitimized by speculative comprehensiveness within philosophy, on the one hand, and positive and exact verifiability within natural science framework, on the other – legitimization has lost its traditional characteristics. In postmodern society, sciences can no longer be systematized according to the unity of a wholeness guarantying truthfulness in traditional sense. So, it seems necessary to further consider the position of postmodern scientific paradigm, and its possibilities, which, according to many authors, do not offer a promising picture of either civilizational framework in general, or scientific development under the guise of the abundance of mutually independent scientific and other discourses. It is considered that in contemporary postmodern society knowledge has significantly different place. True postmodern setting, at least according to intentions, should be liberated from ideology, while knowledge should be legitimized according to ideological way of traditional values and normative patterns. However, we cannot resist to express doubt here as to whether in such a way declaratively formulated aims can find argumentation for the possibility of achievement in life. It is therefore necessary to theoretically explain such social orientations determined by value categories of equality, freedom and rights of all social levels. It seems that in such a way we could with greater certainty approach issues dealing with knowledge tradition that have been brought to dispute. Epistemic certainty and the fixed boundaries of academic knowledge have been challenged by a “war on totality” and a disavowal of all-encompassing, single world-views. Rigid distinctions between high and low culture have been rejected by the insistence that the products of the so-called mass culture, popular and folk art forms are proper objects of study; the Enlightenment correspondence between history and progress and the modernist faith in rationality, science and freedom have incurred a deep-rooted scepticism; the fixed and unified identity of the humanist subject has been replaced by a call for narrative space that is pluralized and fluid.

Let's start from the monistic concept and its obsessions in the search for a sole principle, one truth and causality of complex relations in phenomena and unification as a form of generalization, i.e. reductionism. Logic empiricism and positivism with their faith in the possibility to get to a unique corpus of scientific ideas corresponding to objective reality, based on the system of theorems, axioms, postulates, has in the last decades been marked by the omen of reductionism, reification... at the same time, knowledge, as a reflection of objective reality, independent from the learner as a kind of fascination of revelation of causal determinations according to elegant process of rational decoding, has gained a mark of vain fascination, leading to the clash of rationalism and introduction of pluralism into science, trying to understand knowledge and cognition process according to a different logics. At this point it is important to mention that it has been emphasized in knowledge theory as a basic sign of postmodernism that only one type of knowledge is scientific and that it is determined according to the rules formed by scientific discourse. Deciphering the discourse within which a phenomenon is examined the perspective is considered according to which the phenomenon is observed; or, as postmodernists would like to say, the system of rules relevant for the discourse is being revealed (Lyotard, Z. F. 1988). It might be significant to mention the types of discourse found in Lyotard: narratives, assurances, questions, as well as the statement according to which the systems of rules create knowledge, and thus there is not knowledge statement without predetermined rules. The same refers to argumentation, cognition, examination, evaluation, illustration within a certain discourse, which are realised within the rules of the determined discourse (Lyotard, Z. F, op. cit.). So, the conclusion made by many in the field is not unusual, according to which there are no meta-criteria of scientific knowledge in relation to other types of knowledge, which has been pointed out by those acceptind Harman's view on gnoseological issues: "Cognition belongs to spiritual being and the highest level of reality. It is accompanied by the function of understanding as a way or a form of arrangement; it begins with simple observation and goes as far as notional understanding (Hartman, 1998). Thus it is logical to accept the standpoint that the world of spirit is in itself multiply delineated and graded, and that there are no direct criteria on the truth and fallacy. Therefore many hold that scientific and unscientific discourses are incomparable, and that it is difficult to advocate for the existence or non-existence of a meta-discourse of general language, which would be grounds for a claim, or a judgement on which of the two discourses is better. This basic attitude, known postulate of postmodernism deals with the importance of research on the rules according to which scientific knowledge is constituted. The constitution of scientific knowledge in postmodernism is not directed to consensus and this explains the pluralism in philosophy, science and postmodernism, with the postulate

gaining the status of constitutive element of postmodernism (Gojkov, G. 2005). Along with the previous statements, many authors emphasise the standpoint that the power of pluralistic theory is not in its coherence, but in its potential to defend incoherence. Bojanovic – Djuriscic, M. underlines one of the significant determinants of pluralism in science – structuralism, based on the assumption that there is plurality of structures and elements underlying various natural and social phenomena. Thus in the end of the last century meta-theoretical conceptions of postmodernism in social sciences were created in post-structuralism and pluralism in philosophy (Djuriscic – Bojanovic, M. 2009), establishing new currents as compared to conventional approaches in science.

Therefore Lyotard holds: “Since its very beginning science is in conflict with narratives. Measured according to its own criteria, majority turns out to be a fiction. However, unless it is limited to demonstration of useful regularity of rules and if it searches for the truth, science has to justify its own play rules. As a consequence, it leads a discourse of justification of its own status. If the meta discourse explicitly reaches for one or another grand narration like dialectics of spirit, hermeneutics of sense, emancipation of a rational subject or actor, we decide to call “modern” the science which calls for the discourse in order to justify its own existence (Lyotard, Z, 1987). The essence of the standpoint refers to Lyotard’s idea on “grand narratives”, the philosophies serving to justify the status of knowledge. Therefore Lyotard holds that it is a narration that knowledge serves freedom and man emancipation, so that science contributes to abolition of traditional addictedness.

Wolfgang Welsh seriously supported Lyotard’s thesis within German language speaking community. His claim can be often found in the literature referring to the following: what happens here amounts to certain situation not longer interpreted according to known rules, but in a completely different way. Postmodern knowledge should develop such versatile interpretations according to different discourses and language games. Thus, according to W. Welsch (1993) postmodern knowledge is directed to “radical plurality” (ibid).

“Postmodernism is the historical period in which radical plurality becomes more serious and accepted as fundamental arrangement of society, prevailed by plural patterns of thinking and action, creating even dominant and mandatory standpoint. If such pluralism was interpreted as nothing else but mere manifestation of growth, its essence would remain unperceivable. It is, in the very least, a positive vision. It is inseparable from real democracy” (ibid). The aim of the previous dealing with the fundamental theses of postmodern current in the field of understanding of scientific knowledge, before all with Lyotard’s views, is to introduce us into what this current has done for pedagogy; or, to put it differently, it seems that it will open a possibility to

more clearly consider its influence on pedagogy. Although we will get back to these theses and try to consider the meaning of postmodernism as a movement that has deeply engrained contemporary pedagogic currents, it seems important to notice here that it has been introduced in Serbia as well, even though not theoretically explained, it moves in partial practical steps through seminars which lack theoretical grounds, or in the form of active learning workshops, good will classes, children rights classes, etc, in spite of the fact that those participating in those seminars or classes do not know what they are learning and why, what is its theoretical framework, axiological orientations, pedagogic philosophical grounds, etc.

Previous attempts at sketching the context for general shades of postmodernism and its influence in the change of the basic postulates in epistemology should be the grounds for psychological approaches to pluralism in general, and in this text, to didactics, in particular. It is significant to raise several questions here. One of them is the acceptance of the existence of pluralistic understanding of reality, followed by the question how to establish a dialogue between persons who function in different cognitive ways; the same question refers to various contexts with different rules. It is considered that individuals understand the relevant rules and meanings in a discourse in their own way, giving them their own meanings. Decoding of meaning is implied as a formal demand for mutual understanding within a discourse, as well as the readiness to accept the fact of discursive plurality, along with, according to postmodern rule, the right to equal treatment. Psychological research point to the importance of a number of personality features for the acceptance of pluralistic approaches and ideas, leading to a conclusion that pluralism refers to cognitive functions and to the readiness to tolerate diversity of ideas and disagreement of attitudes and their argumentations. Another question imposes itself at this point: is it and to what an extent possible to nurture acceptance of pluralism according to the nurture of flexibility of cognitive style characteristics of an individual (tolerance of disharmony, see Gojkov, G. *Kognitivni stil u didaktici*, 1995). Cognitive aspect of the acceptance of plurality has a number of aspects. Let us mention only the need of an individual to preserve in mind and reconsider argumentation that refers to a variety of attitudes on the same problem. The ability to accept simultaneous existence of different perspectives and angles, along with the respect for different argumentations even in a situation when the acceptance of one solution is beyond dispute, means that other solutions are not rejected, but the arguments in favour of another solution only seem less certain, less acceptable. This is mentioned here due to the familiar link between cognitive and affective. Psychologists have emphasized that ideas we accept fit into our cognitive patterns and broaden our intellectual frames, and vice versa. We should not deal with the pluralism of cognitive style any longer (see G. Gojkov

1995), but we should take another look on the question to be found in the mentioned study of G. Gojkov, which is in agreement with previously sketched ideas of M. Bojanovic-Djurisic on pluralism of cognitive style and pluralism in general, emphasizing the need to develop pluralism in individuals not only in cognitive sense, but also in value-affective (Djurisic-Bojanovic, op. cit.). The acceptance of Piaget's theory on development stages is also important for what we are dealing with here, i.e. the attitude according to which process of development goes through the phases of substitution and integration, from concrete to abstract, this being the essence of the change of the very process (Piaget, 1972). Namely, those supporting cognitive-developmental standpoint (Collings, 1994, according to Djurisic-Bojanovic, op. cit) hold that there is generally no hindrance to accept pluralism of ideas if the way of thinking of an individual is in question. Another idea of the same authoress is also significant, grounded on the Theory of integrative complexity (Djurisic-Bojanovic, op. cit), according to which pluralistic cognitive style involves convergent and divergent thinking dimensions. The findings of other research have shown that holistic (divergent) and integrative form of thinking has positive correlation to creative, abstract, complex and unusual ways of problem solving; on the other hand, analytic form of thinking refers to simpler, learnt, concrete approaches (Sternberg and Grigorenko, 1995). What is also important for this text is that Brophy (Brophy, 2001) in his research findings has also pointed to positive correlation between the way of thinking and a group of personality features. These findings lead to a statement that the persons with more expressed dimensions of abstract thinking can better accept pluralism of ideas. Descriptions of the persons with complex integrative cognitive style confirm the thesis on the possibility to search for the obstacles hindering the acceptance of pluralism in personality features.

Thus it seems that it could be claimed that cognitive style, as a construct implying non-cognitive characteristics as well, although as a construct still not so well defined, can be useful in this situation, and the mentioned authors do use it, emphasizing the existence of pluralistic cognitive style with the assumptions on complexity, ambiguity and diversity of phenomena. So, it is considered that pluralistic cognitive style is defined by the characteristics like openness and the absence of prejudice against thinking processes of differentiation and integration, in flexible abstract thinking, pluralistic "processing" of information and reconsideration of arguments in controversy matters. It is thought that persons with pluralistic cognitive style do not have expressed needs for reduction of a problem to familiar principles and patters, that hey are inclined to research beyond the limitations of the conventional, with expressed intellectual curiosity towards different ideas and ability to find many arguments in favour of the beliefs opposite to their own

and to simultaneously reconsider them (M. Bojanovic-Djurisic, op. cit.). This could lead to a statement that postmodern thinking, constructivism perspective or the third period marked the 20th century. Increased number of scientists has accepted the standpoint that through the gathering of empirical facts within the determined world-view will not lead to quantitatively large step ahead. New waves have come with relativity theory, quant mechanics and self-regulation theory. The ideas on relative, rather than absolute nature of observation have paved the way to progress, promoting the idea that science is not guided by a sole general order, but a coincidence. Bartalanfi's claims on self-regularity of living systems have opened to dispute the dualistic view on separation of body and soul, while mathematical tests of the idea of indeterminism have destabilized the thesis on the stability and consistency of order. The characteristics of the third period are the following:

- the criticism of the prevailing belief that there is only one right perspective, absolute truth and validity;
- ontological and epistemological assumptions on the nature of knowledge, valid in the previous periods, are being reconsidered;
- new views on the nature of knowledge have been developed. Popper has offered a standpoint according to which theoretical knowledge does not grow due to the fact that theories are true, but due to the process of their natural selection, and as it has been proposed by D. Stojnov "similarly to Darwin's view on survival of types" (Stojnov, D. 1998).

Kuhn has also offered a standpoint according to which knowledge and reality are historically determined and relative at least as much as they are absolute and true. He considers that the main theoretical transformations do not follow the principles of formal logics present in modernistic period, but that scientific knowledge is the function of change and development of social awareness and values that are in different periods applied to various degrees (Kuhn, 1974). As a consequence, stability of science, as it is hold by many authors nowadays, could be explained according to the acceptance of common beliefs of scientists on the nature of things, rather than truthfulness and validity of their claims (ibid).

Some American pedagogues reproach modern education for not thinking about a completely different pedagogy needed by contemporary society. Apart from the Latino-American and Asian culture, it is thought that humanities and science should be brought closer together in the light of the cultural transformation of the school. It is also emphasized that pluralism and contingency – whether mediated through the media or through the dislocations spurned by the economic system, the rise of new social movements, or the crisis of representations have resulted in a world with few secure psychological, economic or intellectual markers. This is a world in which a

man is condemned to wander across, within and between multiple borders and spaces marked by excess, otherness, difference and a dislocating notion of meaning and attention. The modernist world of certainty and order has given way to a planet in which hip hop and rap condenses time and space into what Paul Virilio calls the “speed space”. No longer belonging to any place or location, youth increasingly inhabit shifting cultures and social spheres marked by a plurality of languages and cultures.

It has not yet become so obvious to us – but it is already present in the West – communities are being refigured as space and time mutate into multiple and overlapping cyberspace networks. Young people talk to each other over electronic bulletin boards in cafes in, for example, California, and other places of public gathering, once the refuge of beatniks, hippies and other cultural radicals have given way to members of hacker culture. They reorder their imaginations through connections to virtual reality technologies, and lose themselves in the images that wage a war on traditional meaning by reducing all forms of understanding to random access spectacles (ibid).

Western authors believe that mass or popular cultures in the age of postmodernism cannot be neglected. On the contrary, there is a belief that the new electronic technologies, with their proliferation of multiple stories and open-ended forms of interaction have altered not only the context for the production of subjectivities, but also the way people “take in information”. Values no longer emerge from the modernist pedagogy of foundationalism and universal truths, or from fixed identities with their requisite structure of closure. For many youths, meaning is en route, the media has become substitute for experience, and what constitutes understanding is grounded in a decentred and diasporic world of difference, displacement and exchanges.

There are authors, and the above mentioned Giroux is one of them, who consider that postmodern cultural criticism has captured much of the ennui and boredom among postmodern youth, so that what used to be the pessimism of a radical fringe is now the shared assumption of a generation (Anschaw, according to Giroux, op. cit.). If we did not agree with such an argument, there would be space for raising a question whether the contemporary conditions, i.e. postmodernism, with all its meanings, may have conditioned this feeling of hopelessness. So, we could wonder to what an extent criticism is decisive for teachers to stand against the context in which they are supposed to educate the youth, so that it could be said that they have directed their attention to wrong courses towards the lost vision of society. For most commentators the youth have become “strange”, “alienated” and separated from the real world, while many in their analysis come to a conclusion that young people can be attributed by the following qualifications: hopeless, lacking aspirations, living in a world in which coincidence and randomness, rather than fight, community and solidarity, drive their destiny.

This is exactly how the themes of contemporary film show the youth: broken families, blaring rock music, schooling marked by dead time, and a general indifference towards life in general; decentred and fragmented, they view death like life itself, as merely a spectacle, a matter of style rather than substance; lost innocence gives way not merely to teenage myopia, but also to a culture in which human life is experienced as a voyeuristic seduction, a video game, good for passing time. Despair and indifference cancel out the language of ethical discrimination and social responsibility, while elevating the immediacy of pleasure to the defining moment of agency. It can also be seen in films today that a lot of young people take seriously the dictum that life imitates art, so that it is possible to shape life within a violent culture of images, in which it might be easier being dead. Of course, all these dark images of contemporary conditions surrounding young people and becoming part of their everyday lives are not absolute characteristics of the time, but they seem to occur so frequently that they have become themes of artists, especially when film is in question, revealing the dark side of youth culture while employing the Hollywood mixture of fascination and horror to titillate the audiences drawn to these films. In the postmodern aesthetics of revulsion, locality, randomness and senselessness, youth in these films appear to be constructed outside of a broader cultural and economic landscape. Instead, they become visible only through visceral expressions of psychotic behaviour or the brooding experience of a self-imposed comatose alienation (rejecting most of the values of Reagan, Bush, and Clinton era in American films). Most of young people have been described in these films as individuals who have no sense of where they have come from or where they are going, while in this world of multiple realities, “schizophrenia emerges as the psychic norm of late capitalism”. (Anschaw, according to Giroux, op. cit.)

Alienation is driven inward, while irony slightly overshadows a refusal to imagine any kind of collective struggle. Reality seems too despairing to care about.⁵ People talk but seem disconnected from themselves and each other; lives intersect with no sense of community or connection, as well as with no element of social activity that accompanies the individualized sense of dropping out, of self-consciously courting chaos and uncertainty (Gojkov, G. 2006).

A great number of authors view postmodern context from economic standpoint more or less in the following way: the economic relations which have created the new world are not likely to change in the time to come; the choices of young people will be increasingly reduced. In a few years, a steady job at a mall outlet or a food chain may be all that is left for the majority of

⁵Commented images of youth are taken from the films: *Slackers*, *My private Idaho*, *River's Edge*

college graduates. Life is more and more like a lottery – is a lottery – with nothing but luck of the draw determining whether you get a recording contract, get your screenplay produced, or get a job in a local studio. Slacking is thus a rational response to casino capitalism, the randomization of success, and the utter arbitrariness of power. If no talent is still enough, why bother to hone your skills? If it is impossible to find a good job, why not slack and enjoy life? (Kopkind, according to Giroux, op cit)

Previously outlined pedagogical challenge of postmodern generation of youth has not given way to those who create advertisements or to market research analysts, although it is clear that corporate advertisers are attempting to theorize a pedagogy of consumption as a part of a new way of appropriating postmodern differences. Numerous authors consider that education should make education more political; teachers should be guided to deal with the conditions through which they teach and to address what it means to learn from a generation that is experiencing life in a way that is vastly different from the representations offered in modernist versions of schooling. The appearance of electronic media together with a diminishing faith in the power of an individual has undermined the traditional visions of education and the meaning of pedagogy. The language of lesson plans and upward mobility and the forms the teacher authority has been based upon have been radically losing their legitimacy by the recognition that culture and power are central to the authority/knowledge relationship. Modernism's faith in the past has given way to the future for which traditional markers no longer make sense. These are the statements of pedagogues from the societies which are deeper in postmodernism, and which, according to our modest judgement, have made their peace with what postmodernism brings with it. However, beyond this, and even if we accept all this as an emerging necessity, we cannot restrain ourselves from asking whether it is possible in such conditions to avoid what Difur has often mentioned in his work - the forming of "postmodern child". And what if the above described images from the mentioned films for now depicting just marginal radical groups become frequent in more or less urban settings of the world making huge steps towards globalization? Furthermore, how to fight against the pedagogy of consumption? Is it realistic to expect teachers themselves to amend what the context has given as a stamp of time? Will the undesired effects of postmodernism for now noticeable with the marginal categories of youth be kept on that level, or they will spread...

For many pedagogy theorists postmodern discourses are promising, but they do not offer a solution for education of young people, who, seem to be hostages of instability of shifting economic order and diminished hopes, on the one hand, and the world of schizoid images, and the increased uncertainty and randomness that structures contemporary postmodern everyday life, on the other. Therefore they ask themselves to what an extent teachers deal with a

new kind of student who is being formed within organizational principles shaped by the intersection of the electronic image, popular culture and a dire sense of indeterminacy. They think that postmodern pedagogy has to deal with shifting attitudes, representations and desires of this new generation of youth. Thus the terms of identity and the production of new maps of meaning have to be understood within postmodernism (within new hybridized cultural practices inscribed in relations of power that intersect differently with race, class, gender etc). According to the evaluation of postmodern pedagogy such differences must be comprehended not only in terms of the context of their struggles, but also through the common language of resistance leading to the project of hopes and possibilities. This is the moment in which the legacy of critical modernism becomes valuable, reminding us of the importance of the language of public life, democratic struggle and imperative of freedom, equality and justice. In the texts we meet in scientific literature, which are mostly from America, the ground which was the first to sense postmodernism with its powerful blows and now making efforts to enlighten the ways how different identities among youth are being produced in the spheres generally ignored by schools, we come across thoughts about the need of pedagogy to comprehend the ways of creating and spreading particular forms of knowledge and desires in those diverse public and popular spheres in which sounds, images, print and electronic culture attempt to harness meaning for and against the possibility of expanding social justice and human dignity. Shopping malls, street communities, video halls, coffee shops, television culture and other elements of popular culture must become serious objects of school knowledge. In all this emphasis is put on ethics and politics that are to serve to discriminate between relations that do violence and those that promote diverse and democratic public cultures through which youth and others can understand their problems and concerns as part of a larger effort to interrogate and disrupt the dominant narratives of national identity, economic privilege and individual empowerment.

The authors, who view things in this way, giving great relevance to pedagogy, consider that it must define its relation to modernist forms of culture, privilege and canonicity, and serve as a vehicle of translation and cross-fertilization. To what an extent these are realistic assumptions and whether they are declarative or not – that is an issue to be dealt with in another discussion. We would only add here that in the postmodern era pedagogy, as critical cultural praxis, is expected to open up new institutional spaces in which youth can experience and define production of cultural goods, can move in and out of theoretical discourses with the need to define them for themselves.

Moreover, these understandings of postmodern pedagogy put an emphasis on advocating criticism of postmodern teachers for underestimating

the problematic nature of the relationship between “desire and the critical enterprise”. A postmodern pedagogy needs to address how the issue of authority can be linked to democratic processes in the classroom that do not promote pedagogical terrorism (which has become a common phenomenon in the West, and even here, although rarely seen, is to be expected, since it is already knocking on our door), and yet still offer representations, histories and experiences that allow students to critically address the construction of their own subjectivities as they simultaneously engage in an ongoing “process of negotiation between the self and other” (Giroux, op. cit.).

We are under the impression that, beyond all this there is a space for a question: does not this mean boiling postmodern pedagogy down to the care of renewed determination of the nature of the relation between authority and knowledge and pedagogical conditions necessary for decentralization of curricula. It appears that opening new pedagogical spaces in postmodernism leads to deformation and another methodological fixation; they are marked as political projects, through which subjects will be able to articulate their own ones within critical understanding. In such a way postmodern pedagogy is expected to deal with how power is being discussed within and between various groups, as parts of broader social context in which pedagogic institution are anticipated to be democratic public spheres. The question could further refer to the following: to what an extent postmodern pedagogy would become remote from practical science having limited application value, who is this value important to, what is meant by the idea that schools should be organized as places of over bridging, negotiation and resistance, how realistic is it to expect teachers to significantly contribute to the issues of authority in democratic processes through better understanding of shared influence that affects and ideology have on knowledge construction, struggle and identity sense? It seems that the education issue in this case has been viewed from the standpoint of social problems in which postmodern pedagogy should intervene in order to bring the lost postmodern youth back to the right track, to introduce them into reality through their readiness to become engaged into the research on public political sphere, with a precondition that they in the same time recognize the limitations of useful insights of postmodernism. Here we have in mind introducing and determining of possibilities for social struggle and solidarity, which have been often pointed out in scientific papers, and we are under impression that the first and basic task of pedagogy is motivated by practical political instrumentalization of education. This is even more noticeable with the demand for postmodern pedagogy to be directed towards redefinition of curricula, not only regarding introduction of new informational technologies, but also in regard to the demand for a politics which creates relationships among authorities, ethics, as well as power which is central for pedagogy, and which goes beyond, but does not close possibilities of radical

democratic society. It has also been further emphasised that the difference of discourse does not succumb to fashion in this logic, but, instead difference becomes a marker of struggle in an ongoing movement towards a shared conception of justice and a radicalization of social order. Let us try now, from the angle of modern pedagogy criticism and the main objections directed to this pedagogy, consider the differences between pedagogy of modernism and pedagogy of postmodernism.

It is considered for pedagogy for modernism that its aim is to more clearly and determinably place itself in the service of social-political objectives, and according to many theorists this means that it must alter its relationship towards itself, to change its basic issues and research methods. The issues it is dealing with now, instead of virtue, or questioning what human behaviour should be like, or what human life should be like, and how far does human knowledge reach, are politics and governing, while it has become the means for political desires to come true, so that now, according to the assessment of many, it is addressing the question how is it possible for someone to certainly, quickly and easily get to desirable social status and what means are in this sense available for young people. Consequently, pedagogy has been pragmatized, separated from philosophy and philosophical speculations, with realistic approach excuse, it has got to the function within which it should dedicate itself to society and social prosperity, while investments in pedagogy can be justified only if it is useful for the state and society. This petty-bourgeois tendency suits the petty-bourgeois understanding of the word, as well as pedagogy (Hajtger, M. 2003).

Many still think that if we limit ourselves to experienced knowledge and to the laws we meet there, we believe in the modern concept of science and rationality, we believe that educational science deserves scientific reputation which has been attributed to it (ibid). In the same time, pedagogy of modernism is oriented to empirical research, determination of general laws of advancement – on its way from the Ancient World, through metaphysics to scientific rationalism, to revealing firm laws in pedagogical phenomena and mastering them (Comte, A, according to Hajtger, M. op.cit.)

3. Pedagogy and Philosophy in Postmodernism

Previously touched issue refers to philosophical grounds of pedagogy. Many studies, along with the research undertake by Hajdger point to the question: is pedagogy philosophical discipline, i.e. is it comprised of philosophical thought and philosophical way of asking questions. This is not about whether there are philosophical questions and problems in pedagogy; it goes without saying; this is also not about whether pedagogy relies on philosophy. The question here is whether pedagogy has to be philosophy itself. Advocates of the attitude that pedagogy is actually about philosophy are

criticised for being old-fashioned. Within modern approaches pedagogy is comprehended in such a way that its name has already been renounced, in that the contemporary authors have (those who belong to the time of postmodernism previously discussed), started to use, instead of the term of pedagogy, the term of educational science. One of the reasons for this, according to the modest opinion of the author of these lines, is the negligent attitude of pedagogues who carelessly watched authors from other fields and professions entering the field of pedagogy, together with their unverified theories, pedagogical ignoramuses who think that they have finally found a field for proving themselves. Another reason could be the urge of these authors to try to serve to the structures which design the use of man (believing that they are doing something good, spreading democracy...). M. Hajdger holds that philosophical dealing with pedagogy has boiled down to saloon discussions, which, according to his assessment, has marginalized it. The mentioned author has in the argumentation of his attitudes turned back to disagreements between Socrates and sophists. Contrary to sophists, who in pedagogy saw the means for reaching an aim, i.e. practical preparation for living, Socrates advocated different opinion. He considered that before the question about gaining a virtue, another question should be dealt with, the one which is in its grounds, i.e. what a virtue is. Since that time the criticism of pedagogy has contained attitudes according to which philosophical thinking in pedagogy represent inefficient means to which negative connotations have been attributed. Consequently, even today we are facing the situation in which we are still discussing the question what pedagogy is. This assumed even more significant dimensions with Niche's assessments of education and pedagogy. His attitude has often been quoted: "In regard to contemporary pedagogical writing, a man can be certain only about one thing: there is not anything else in it which can be more deteriorated than it already is – spiritual poverty of these studies is intimidating. Now our philosophy should start not from wonder but from fear: who cannot stand this, can give up on it." (Niche, according to Hajdger, M. op cit).

Many consider that this Niche's attitude is relevant today as well, since the problems have not been overcome yet, we are still discussing what pedagogy is; it has become relativized and has lost its level, uncritically adopting problematic ideas and theories. For many authors the reasons for this lie in the fact that pedagogy has turned away from philosophy, losing its grounds. Broader account of this has been given by M. Hajdger in the mentioned text, as well as the author of these reflections in her studies (Gojkov, G. 2005).

In the age of postmodernism, the first demand for pedagogy is to be pragmatic, as it has already been pointed out. In the same time, pragmatism pushes philosophy out of pedagogy. Before this, during the age of modernism, the development of pedagogy in a modern science was supported by the swing

of natural sciences and their application in the life of man, as well as the development of representations promoted by various political systems, believing in man's ability to change society. This is the sign of applicability of pedagogy for social-political purposes and, according to evaluation of critics, of its seeming scientific determination. It is thought that pedagogy has been used as a means to make political aims come true, or at least, to facilitate desired social changes.

If we now try to make a parallel from this angle and take a look at applicable value of pedagogy of modernism and postmodernism, we can conclude that the essence remains the same, the differences are only in the ways we approach the function of pedagogy which is understood in this way. This is one of the reasons why such a title of the text has been chosen, justifying the acceptance of the alternatives given in the first lines of the paper.

M. Hajdger has addressed in the mentioned text the disappearance of philosophical thought within pedagogy from the standpoint of the withdrawal of philosophy itself from pedagogy. He views this as self-exclusion of philosophy from pedagogy, a phenomenon that happens when philosophy is not able to provide satisfying answers to pedagogic questions. It is the case when philosophy withdraws into scepticism. Illustrating this, M. Hajdger has mentioned the examples of V. Dilthey and J. P. Sartre. The former discriminated pedagogy as an anomaly of scientific life, claiming that it is a prisoner of metaphysics, still demanding for all pedagogical objectives to be derived from one definition of human being, which would be binding. According to Dilthey this is impossible, since philosophy cannot determine such a binding aim. All similar attempts have failed, showing that they are relative in relation to history and culture. He thought that such pedagogy incited to revolutionary changes. According to him, philosophy is not able to gain an insight into the aim and sense of life; this is possible to comprehend only from the infinite course of history, not from its present state (W. Dilthey, 1961).

Dilthey holds that the possibilities of philosophical establishment of pedagogy should be looked for in the "technology" of everything that has a soul. All which is psychological seeks perfection. According to him, getting to know this principle is the ultimate possibility to give an answer to the question "should" concerning pedagogy itself (ibid).

Hajdger's comments on Sartre's atheistic (Sartre, J. P, 1964) existentialism point to the fact that Sartre was radically sceptical regarding any possibility of philosophical establishment of pedagogy, since he perceived man as completely free subject, whose existence cannot be preceded by any essence. Potential essence preceding existence would have normative character. A man is created always anew; he himself builds his essence. On the other hand, as a God's creature, a man would have to be created according to

God's image. This idea of predetermined image of man is opposed to his understanding of freedom and subjectivity (Hajdger, M, op.cit.).

These examples have been stated here, since they, especially Sartre's opinion, can be found in scientific writing as exemplars of philosophy in which pedagogy has lost every sense, having in mind that it deals with absolute freedom which cannot be brought into connection to any "should" and thus it cannot be useful to any individual when making decisions. Anyway, apart from this, there are new attempts to design new function of philosophy in pedagogy, since pedagogy has realised that, without philosophy, without unsolved, even unsolvable discussion on determination of man and the task derived from it, it became practical science, dedicated to everyday problems, leading it to a dead end where he now is. Therefore, giving up philosophy, pedagogy has given up its own critical potential, i.e. was left without it, and now is in a position in which it has to subject itself to the demands of ruling social forces; it has turned into a mere executor of their demands and wishes (ibid). Thus, becoming a mere means, pedagogy limited itself to mere execution of the demands of technique and industry, consequently degraded itself, as well as a man, being at service of social functions. Numerous critical reflection express the attitude that this happened after pedagogy had gained scientific reputation, after it had put a lot of efforts to meet the demands of quantitative paradigm at methodological level. Pedagogy was under impression that it had a status of serious science. From the present methodological and scientific standpoint in general, it appears that, instead of leading to the development of pedagogy, it has led to its scientific decomposition. We cannot go further now without raising a question here: isn't it the case that the present time has its own philosophy: isn't philosophy of postmodernism something which is guiding such a status of pedagogy; hasn't postmodernism itself led to caving of scientific structure of pedagogy and turned it into an instrument for executing social aims? Or perhaps, to put it in milder words – not so directly: does postmodernism have influence on the present status of pedagogy; to what an extent have previous philosophies, as well as those now supporting postmodernism paved the way to such a status of pedagogy; how much is it of something new, previously unseen in pedagogical methodology now, as well as qualitative methodological paradigm pretending to turn pedagogy from normative science to real science, purified from false beliefs of rationalism? Anyway, in this moment, as a rule, pedagogy is left without education, as well, i.e. it reduces its comprehension of education determining it only applicability and its power to execute social tasks. To the modest understanding of the author of these reflections, this may be a rule, a law.

If this is our starting point, then it is clear why we have previously reflected on the efficacy of contemporary pedagogy in the sense of its betrayal

of pedagogical aims. In spite of the fact that many authors emphasise that modern pedagogy (it is meant here of pedagogy of modernism) has focused on revealing patterns, with the help of statistics, the result of this prescriptive methodology is pedagogy being subjected to political programs and entrepreneurs; means and strategies of pedagogy have served to them. We will allow ourselves to critically consider both the time of postmodernism and new pedagogical methodology, even broader – pedagogy as a science, i.e. its function and to raise the following question: what is the difference in what we have in the age of postmodern pedagogy; isn't it as well in the function of supplementation of entrepreneur's capital; how to get rid of this? The only hope is in its relying on philosophy, in which, we believe, a beam of light in the situation of hopelessness will always be found, taking in consideration dignity of man, his freedom, as well as critical power. Let's now once again turn back to the opinions according to which pedagogy has lost its edge for critical power and man's dignity, his freedom, leading, as it is thought, to a society which has become estranged from thought and judgement, criticism and giving proofs. The question we would like to deal with here would refer to the function and limitations of pedagogy, i.e. it could be: is it realistic to attribute such achievements to pedagogy, i.e. education? We would like it to be so, in that case crucial problems of the mankind would be solvable, i.e. we could expect that it is possible for powers to be driven in the direction of solutions to the problems. Unfortunately, our modest dealing with the issue suppose that it would make sense here only to turn to chaos theory, deterministic field, etc. for help, and in such a way explicate the importance of indoctrinating avoidance of mind and pedagogy's role in it. Anyway, it appears that even pedagogy of postmodernism pushes philosophy aside, or neglects it, which turns pedagogy into mechanism of individual's behaviour management; it has become technique which facilitates praxis and provides help to political, opportunistic usage of man. It is considered today that stronger advocacy of confrontation should found its place in pedagogy, confrontation with authority, emancipation and self-determination. In the same time, a little of the mentioned, apart from the declarative sphere, can be found in the pedagogy of postmodernism. We are stuck in the domain of ideas which are have not even made a move towards the clear definition of the terms themselves. Namely, the societies in which nowadays these ideas are being advocated as instruments of pedagogical self-help, have still not managed even to ultimately define emancipation and other things, which are expected, through curricular pedagogy or various teaching strategies, to be able to improve critical power and judgment ability, in order to avoid what Niche anticipated, and what, unfortunately, has come true in a way few people expected.

Labelled as “guiding service”, pedagogy has been searching for the ways to get away from the status in which she meets the demands of the time, trying to avoid the role of executive organ of some predetermined philosophical system. However, in accordance with this, it is considered that such pedagogical action is inevitably connected with a “should”, which does not necessarily have to be meaningless and arbitrary, but, as it is stressed by M. Hajdger, it should be the expression of real, honest strivings. In the same time, M. Hajdger, as well as others, does not think of connection with some predetermined worldview or ideology, but of articulation of a question it is impossible to give up. “Should” pedagogy is dealing with, M. Hajdger holds, can be justified neither from the standpoint of history nor from contemporary ruling norms. According to him, this should not be understood as a rejection of everyday challenges, but it should still be justified. Dealing with schooling and education for pedagogy means searching for the real sense of these processes, and this points to the philosophical dimension each normative demand, each “should” in pedagogy is supposed to be grounded upon. This is an invitation to practical use of mind which, Hajdger believes, is possible to reach through dialogue education, within which practical power of judgement is being developed, helping the educated to transform what is considered to be good in a maxim of his/her action. The author thinks that the rebirth of philosophical thought in pedagogy is a possibility for the future of education. Additionally, according to him, philosophical dimension of pedagogy does not imply that a kind of man’s education should be determined in advance, the one which would be accomplished through teaching and according to which education is to be guided, since there is no point in reaching a predetermined image a man; instead, man’s nature is to be brought about, i.e. a subjective being of each man. Consequently, the form remains open, while the contents offer guidelines to education. This openness within form is necessary for philosophy, since this is the only way to come to man’s individuality, along with freedom. However, Hajdger himself considers that the guidelines are indispensable, in order to prevent selfhood a subject from turning into self-will (ibid).

Having offered all these arguments, we have to make a further question: how consistent previous attitudes are; does not this appear to be the acceptance of reality, a pattern following the processes of education, which even today, in postmodernism, in the scope of philosophy suffer from certain influences that may not have been clearly structured and defined; isn’t it the fact that philosophy has withdrawn from the field of pedagogy, and that it, in turn, has adopted practicism and that this is a sign that we are facing another philosophy whose influences are to be considered in the time to come...

Still, apart from the fact that the previous statements are almost concluding reflections, it seems that we should deal with the relation between postmodernism, pedagogy, philosophy of education and education here. The

reason for this is a fact that philosophers of education have recently been dealing with trends in philosophy which could be called “postmodern”. Thus, their influences on pedagogy, research, and pedagogical practice, especially teaching, are interesting to deal with here. However, this is left for some other occasion.

Some other authors maintain that developing philosophical postmodernism, as well as many other things, has done more good than harm. It is considered that postmodernism, as well as majority of other philosophical movements, should be viewed as a rich mine, we can get into in search for jewels of knowledge, but we do not feel obliged to take all unrefined, sharp stones home with us. What would be the jewels, the positive side of postmodernism? Looking back on mostly positive sides of postmodernism does not mean that we have forgotten about the other ones, but that we want to make a balance, since it seems that there have lately been too many critical tones in comparison to positive ones regarding postmodernism.

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NEUROTECHNOLOGIES FOR EDUCATION IMPROVEMENT: SELF-KNOWLEDGE AFTER OPENING THE BLACK BOX

Hernán Díaz, Lucio Cañete, Cristián Costa, Fredi Palominos and Felisa Córdova.

**Neurocognitive Engineering Lab
Department of Industrial Engineering, Faculty of Engineering
University of Santiago de Chile**

Abstract: *In the framework of new neurotechnologies available for education improvement, a general referential conceptual model of brain operation and functioning, together with some different ways to visualize brain processing, in terms of functional architectural activity patterns, during basal and cognitive tasks, are presented. The model proposed is based on a general description of interacting modules in the brain, acting as coordinated and mutually regulated units, assembled in terms of temporal synchrony and tuning correlations measured between EEG channels, recording cortical brain activity during different tasks. An exploratory method to allow data gathering for channels spectral map visualization and functional EEG architectural patterns of basal brain activity and cognitive tasks is presented to determine inter- and intra-individual differences and the potential of individual identification based on this approach. Results obtained in this way support the idea that it is possible to extract distinctive individual characteristics coming from cortical brain activity and that different tasks and performances can be potentially correlated with different functional and structural architectures that arise as indicative of different ways to process information during cognitive and resting state. A final reflection is made about how this investigative approach can be used to education in terms of didactic and educative paradigms' testing and as a bridge to communicate and involve students in their own process of cognitive change during learning.*

Keywords: *EEG, channels spectra and maps, brain synchrony and tuning, functional architectures, coordination and self-regulation, brain activity assembles maps.*

Introduction

Actually, one of the main problems in education has its roots in the lack of proper and up to date knowledge concerning to the neurocognitive domain implied in any learning process. This inner, and hitherto hidden domain, has been traditionally treated as a black box, a way of knowing where the only information we can have from it arise as a contingent correlation that we can make between inputs and outputs. Though it has been a useful procedure to understand mechanical systems (Kabiri 2002; Witters and Swevens 2010) it could not necessarily be a good strategy to grasp dynamic and complex systems where outputs vary through time and especially when this is exactly what you are expecting of them to occur, that they change in time because of learning. During the last 10 years neuroscience has started to influence many fields related with human behavior (Zhang 2003) but there is no real impact in one of the most important activities of human culture yet: the education system (Howard-Hones 2007). Even though we may have increased our knowledge in many of the cellular and molecular mechanisms implied in learning processes (Kandel 2000) we still are far to translate these micro-scale knowledge to the macro-scale phenomena where human education occurs. The context we call educational is a complex domain of human social behavior where we found a plethora of variables interacting to give raise to multiple and coexisting particular and specific systems interacting with many other of similar makeup. Here, we can distinguish several aspects that come together in such a way that any of them can be as important as any other, depending on the particular trajectory of the implied system under study. Taking a bit of distance from the technical jargon hitherto used, we are going to refer to this system under study as a student, a boy or a girl immersed in a set of rules that are supposed to guide them by a path of increasing knowledge and abilities to face the future. But what we see today in many countries is an educative crisis that explicitly manifests in social phenomena as exhaustion of the used methodology or vision, probably because we continue applying a method and practice invented more than a century ago without considering the huge changes that society and knowledge has experienced and accumulated during this time. One of these changes has occurred almost recently with the rise of audiovisual revolution. It started with electronics and TV invention and today has reached unexpected frontiers with an amazing offer of audiovisual devices and computer games that are light years ahead of any teacher trying to capture the attention of his audience. In this respect maybe one of the big mistakes carried out by educational psychologists from some decades ago was to believe that stimulation (and overstimulation) has as good results in

children as in experimental rats. In a number of classic papers (Diamond et al. 1964, 1991) experimental psychologists and neurobiologists showed that rats reared in an enriched environment produce more neuron connections in their brain than similar rats reared in a poorly stimulated environment. These results allow assuming immediately that stimulation is good for the brain. Probably it is, but as any other kind of stimulation it depends on the dosage. For years has been known that excess of any stimulant trigger first a habituation response without a significant effect of the stimulant after many stimulations, and after that what it is obtained is a reverse consequence of the desired effect. That is the reason because psychiatrists prescribe methylphenidate (an amphetamine derivative psychostimulant) to diminish hyperactivity and treat attention deficit disorders. More than 50 years before to the rats research, in 1908 Yerkes and Dodson showed that almost all drug treatments based on a stimulus-response paradigm rules under an inverted U-shaped plot that represent three phases of the phenomena (Fig. 1). First, there is an almost linear relationship between stimulus and effect, resulting in a bigger response with a bigger stimulus; second, there is a plateau zone where no significant effect is seen with dosage increments, and then there is a negative correlated part of the curve where the more the stimulus the worst (or the contrary) is the effect.

Probably, at the time of the results coming from the environmental enriched experiments with rats, nobody took notice of the Yerkes-Dobson findings to put some regulation to the enthusiasm to transfer these results directly to humans. Or maybe nobody could effectively stop the avalanche of overstimulation that started the color TV and that has reached our present days. Whatever be the case this is only an example of what can happen when we do not know enough about the system in which we want to add an improvement based on scientific findings. The case now is that we still do not know enough about what happen in several biological domains intertwined in the framework of education process. We still do not know what happen in the brain of the students when they learn something, or when they have difficulties to learn something, or when they have to spend a significant time learning something that requires several steps of increasing difficulty.

The Model

For our purposes here, we choose to think about the brain as an always working system of processes, built up by a number of operational units. Most of these units have specific localization, but others work as a disaggregated net, not necessarily in any specific place or area of the brain. There is a functional modulation of processes that operates like a parallel activity of stimulatory and inhibitory interplay, maintaining a balance

between two forces: approach and retreat. All the operation units of this net are communicated, in the sense that any part of the system can be tuned and synchronized with any other. Tuning and synchronization are the expression of the actual “synchrony-tuned” working state of the system. And it must be a defined parameter that characterize synchrony-tuning (S~T) state for any different task (action). We will associate S~T with the degree of efficient focused attention that the system have during a task and relates directly with the degree of order within the quasi-stable and almost chaotic (quasi-predictable) background activity. S~T have a value that comes from evaluate the net configuration that the system have during a period of time. Net configurations have five principal parameters: the degree of interconnectivity, the degree of synchronicity and tuning, net strength and complexity. The system has been evolutionary designed for predicting, so it is always gambling about the future, the more the experience (knowledge) it has, the fewer mistakes it makes. At the same time, the system is always running in a tilted plane, or rather, it is always running down and cannot stop this falling unless it dies (or stop working). As the system is in a kind of free fall it is always obligated to take decisions. The system can take three kinds of decisions: to slow down, to accelerate and/or to change direction. To slow down means to inhibit the working process of some specific units. To turn, or change direction, means to start with a new pattern of functional connectivity which results in a different output. In an always ongoing working system, all the implied units are mutually regulated, activating or inhibiting each other. It is necessary to count on a reference plane against to make sensible comparisons, but this is not an absolute reference because it varies between some limits, changing the relative value of the ongoing parameters and, consequently, the following outputs. Any operating unit, or a configuration of them, can constitute a reference plane to contrast with. In a sense, this reference acts as a threshold, changing the character and the relative value of the ongoing activity that can also be, for example, an ongoing evaluation process. So the system is self-relative because uses itself as a reference to evaluate and gamble into the future (Fig. 2). During its development the system acquires two characteristics: it develops preferences and abilities. Preferences are attractor states, manifested as specific net configurations of tune and synchronicity between operating units, where the system “likes” to be; and abilities, as particular and specific net configurations (of tune and synchronization) that makes the things easier for the system and from where it can profit gaining or saving energy. It can happen that an ability can be, at the same time, a preference or vice versa. To work more efficiently (using less energy and/or time) the system must be able to make use of its resources in a way that it uses the minimum necessary operating

units and the minimum necessary intercommunication between them. So the process runs easier and faster using only the minimal necessary elements during the required time. To do this, the system may have specialized units for specialized tasks, such specializations comes from some evolutionary constraints and from a history of recurrent interactions and co-adjustment that ends in a specific stable (strange) attractor configurations for solving specific tasks or problems. With this model in mind we are going to start to evaluate some of the parameters above described with the purpose to have a better characterization of a system in terms of its ongoing activity state and predominant attractors.

Neuroexploratory Method

EEG channel recordings of human subjects were taken under basal (resting state) and problem solving conditions and they were characterized and compared in terms of spectral activity maps, tuning and synchronicity, to determine inter- and intra-individual differences in the way student's brains rests in a default (basal) state (Fig. 3) or process information during a task (Fig. 4 & 5). Maps were compared to establish common preferences and descriptive functional attractor for some activities and a comparative index, during task solving or basal state, were derived from the analysis. One task solving experiment consisted in the resolution of an abbreviated version (15 questions) of the Raven test (Fig. 4), and a second test were performed to compare intra-individual brain co-channels correlation patterns consisting in the task of drawing 4 consecutive motifs: human face, human body, abstract figures and common objects (Fig. 5). EEG sample rate was 128 Hz and the electroencephalogram device was a brain-computer interface (Emotiv-Epoc™). Signals were cleaned of artifacts by visual inspection and software based on ICA and subsequent component rejection. The signal was filtered using a FFT noise estimation filter to extract the upper 25% of signal intensity. Channel spectra and maps (Fig. 3 and Fig. 4) were generated with EEG-LAB on a MatLab platform. Image analysis of the FFT channels 2D spectrograph maps were performed with ImageJ and ImageDiff to estimate tune similarity and a Spearman linear correlation analysis gave us values of synchronicity between pairs of EEG channels. Both parameters were combined to obtain an idea of synchrony and tuning between paired electrodes. High values of linear correlations and high tune similarity resulted in high strength electrodes inter-correlation, represented by the width of a black line connecting couples of electrodes. Dashed lines indicate anti-synchronic or negative correlations (Fig. 5).

Figure 3 shows intra- and inter-individual differences in the spectral maps activity of ten subjects (S1 to S10) during 3 minutes of EEG recording in basal conditions (resting state, awake with closed eyes). Maps represent channel activation and spectral predominance

FIGURES

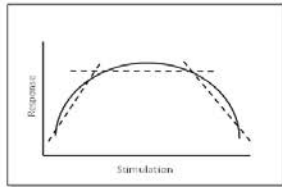


Figure 1

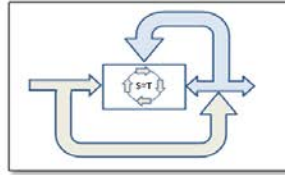


Figure 2

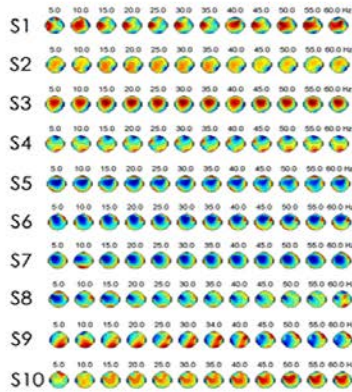


Figure 3

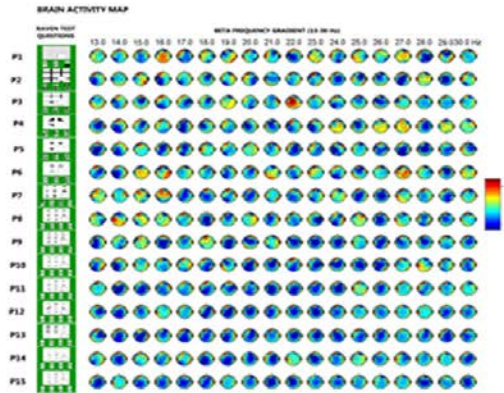


Figure 4

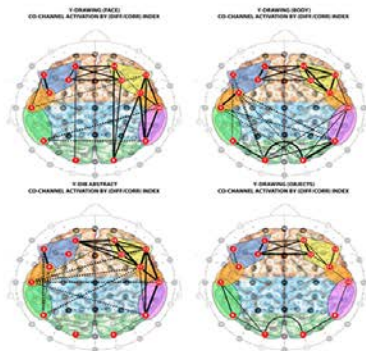


Figure 5

for EEG data range from 5 to 60 Hz, in 5 Hz increasing steps. High inter-individual and low intra-individual differences are evident allowing obtaining good identity characteristics from all of them. Figure 4 shows intra-individual EEG beta range (1 Hz steps) EEG spectral maps variation during the resolution of the Raven test. Maps reveal evident changes in information processing strategy related to increasing task difficulty (questions P10 to P15). Figure 6 shows intra-individual variation of the synchrony-tuning maps during a task of drawing four consecutive artistic motifs: human face, human body, abstract figures and common objects, during a time length of 3 minutes for each drawing in a whole EEG range: 0.5 Hz(delta) to 60 Hz(gamma). White numbers in red circles represent electrode locations over the 10-20 EEG standard system background reference map. Color areas indicate frontal, temporal and parietal zones. Obtained maps reveal different clusters of EEG electrodes signal correlation expressed in high synchrony and tuning. Dashed lines represent inverse (negative) correlations.

Discussion and Conclusions

Nowadays neurotechnologies can allow researchers and educators to have new ways to represent and see the processes involved in the brain during different situations of interest (Díaz et al. 2011, Díaz et al. 2012). In some way this is equivalent to start opening the black box of the brain to reveal individual differences, tendencies and in-developing long-term processes, and start to know about the way brain use information to solve problems in learning tasks. This powerful tool can be applied, for example, to compare results coming from applying alternative educative paradigms. Actual neuroscience technologies allow for the first time to have a better comprehension and detail of what makes a difference between individuals with different performances and how different tasks and body-mind states trigger different ways to be or to solve problems, according these individual constitutive, but malleable, disparities. They also allow following brain dynamics changes during long-term learning processes and to relate these changes to behavior. At the same time, a long-term monitoring can facilitate teachers guiding learning processes by means of the use of alternative didactics that can be evaluated accordingly, and more important, to share this information with the students, that can have new and novel manners to have access to what is happening in his or her brains and associate this with its own ongoing or developing behavior or way of thinking. This new feedback loop that now can be established can be used volitionally to strengthen new ways of thinking-acting motivated by the interest of seeing what will happen the next time their brains are confronted with new challenges. With these new tools we, as researchers, can start to

test hypothesis concerning if there are specific and recognizable (repetitive or regular) patterns of cortical brain areas coordination and connectivity that correlates with differential inter-individual performances or if any different brain finds their own and optimal way to solve imposed cognitive challenges. Using these technologies to test and explore these and many other questions, together with sharing the resulting findings with the testing subjects (the students) will allow establishing a new nexus between educators, parents and students, a bridge that every day is less used in a number of developed and developing countries and that heavily calls for attention because is this nexus which ensures big part of cultural trans-generational transmission.

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Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068 – 1151
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**THE PIT QUESTIONNAIRE 2002
PSYCHOLOGICAL INTERACTION IN TEACHING
FOR TEACHERS
APPLICATION AND ANALYSIS MODEL**

Fausto Presutti⁶

Abstract: *The IPI Questionnaire - Interaction in Education is a psycho-aptitudinal test who can analyze and assess the skills and competencies of teachers docimology:during the teaching, iIn the relationship with students.*

The IPI questionnaire consists of two versions: IPI for Teachers, to analyze the size and characteristics of how each teacher "thinks he is as a teacher"; IPI for Students, which allows you to analyze the size and characteristics of how students "evaluate teachers."

Key words: *the ipi questionnaire,psychological interaction , education*

Introduction

A. Conception of ipi questionnaire

The IPI Questionnaire - Interaction in Education was created, elaborated and structured by Fausto Presutti in 1988 ©. In 1990 the IPI Questionnaire was published in "Psycho-diagnostic Test for Teaching. Attitudes– Motivations and Skills – Psychological Interaction" ("Test Psicodiagnostici per l'insegnamento. Atteggiamenti – Motivazioni e Competenze – Interazione Psicologica"), Aleph, Roma. In 1990s the theoretical model of IPI Questionnaire was defined and published in "Educational Psychology and Research Methods" ("Psicologia dell'Educazione e Metodi di Ricerca"), ATLAS Edition, Bergamo, 1992 - "Psychological Analysis of relational dynamics and organization of roles in class" ("Analisi psicologica delle dinamiche relazionali e della strutturazione dei ruoli nella classe"), IRRSAE Marche – Istituto Regionale di Ricerca Sperimentazione, Aggiornamento Educativi per le Marche, Quaderni di "Innovazione Scuola" n. 16, Ancona, 1993.

⁶ Mail f.presutti@ispef.it

B. The validation of the ipi questionnaire

The validity, effectiveness, reliability and portability of content and results of the IPI questionnaire was tested:

1. From 1995 to 1997, the following update-two-years pilot training projects:
 - "**teaching methodologies and docimolgy**" with the *Provveditorato Agli STUDI DI PESARO E URBINO*, aimed at teachers of all levels;
 - "**psycho-pedagogical metodologies e conduction of educative Communities**" with the *Provveditorato Agli Studi Di Pesaro E Urbino*, aimed at headmaster.
2. From 1996 to 1998, the update-two-years pilot training course "**didactical metodologies and docimology**" for teachers of preschool, primary and middle secondary school, organized by *AIMC (Associazione Italiana Maestri Cattolici)*, by *CIDI (Centro Iniziativa Democratica Degli Insegnanti)* And by *MCE (Movimento Cooperazione Educativa)* authorized by *Provveditorato di LATINA*. For several years, schools have continued to pursue experimentation and methodological and pedagogical research made by ESRB Pilot Schools - Educational Centers of Research and Experimentation.
3. In the three school years 1996/99 in the province of PESARO and URBINO, a major pilot training course "teaching methods and docimology" involving school administrators and teachers of 18 pilot schools of all levels of the province. The courses were organized by the Department of Education of Pesaro and Urbino (protocol of 27.07.1995 and subsequent 8135/C12 No, no. No 3327/C24 of 29/04/1997) and funded by the Ministry of Education, on "the reorganization of educational innovation in the perspective of school cycles in recovery and in research methodology-disciplinary". For several years, schools have continued to pursue experimentation and research methodological and pedagogical quality made ESRB Pilot Schools - Educational Centers of Research and Experimentation.
4. From 2000 to 2002, the Project "DO SCHOOL", characterized by the professional training of teachers of preschool, primary and secondary school, through the implementation of courses in educational methodology and docimology. The project "Doing School" was managed by the Department of Education and CASERTA dall'ISPEF "Institute of Educational and Training Psychological Sciences" in Rome and was made in 48 pilot schools ESRB (Research and Experimentation Educational Centers) in the province of Caserta. The curriculum of the project "Doing School" examined the

scientific-theoretical models concerning the processes of teaching/learning in schools; the curriculum is characterized by realization of an update-two-year pilot training course in "Educational Methods And Docimology" that involved over 250 teachers of every grade school (preschool, primary and secondary school) of 48 schools in the province of Caserta. The course is also attended by headmaster (as tutors) and more than 600 teachers whose function is to provide operational support to the testing and design of the teachers who attended the course. The main purpose of the courses was the use and development of the professionalism of teachers and school leaders through the implementation of the Training Offer Plan (POF) and through the analysis of educational processes and outcomes of educational products during the school experiences in which are involved every day. During the four Territorial Groupings formed a network of pilot schools CERS (Centre for Educational Research and Experimentation), with the task of implementing and monitoring the quality of the educational service through the methodological and disciplinary activities of teachers and aimed to implement a contextualized and personalized instruction that meets the needs of pupils, the expectations of family and cultural needs of the territory.

To know about the Do School Project see the website www.ispef.it up in the section "Teacher Professionalism". At the conclusion of the training-refresher course "Educational Methodologies and docimology", the book "*The Making School Project in the Province of Caserta*" ("*Il Progetto Fare Scuola nella Provincia di Caserta*") Conrad Publisher Zano, Sessa Aurunca (EC), was released in December 2001,

The trial of IPI Questionnaire in different orders and school levels has been useful to validate the effectiveness, validity, reliability and portability of content and results of the Questionnaire IPI, concerning in particular:

- the dimensions of analysis of the results of the Questionnaire IPI
- the items of the questionnaire, both in general as the coherence and significance within each dimension of analysis.

The framework of the pit questionnaire 2002 - psychological interaction in teaching for teachers

The PIT Questionnaire was designed initially in 1988 as a single instrument addressed to teachers and also applicable to students, so that we can have a scientifically valid comparison.

Later in 2002 it was considered useful to have two versions of the PIT Questionnaire, a specification for teachers and the other for students, so we have a dual observation point compared to what happens in the classroom.

A. The dimension of the pit questionnaire 2002 for teachers

The analysis of the PIT Questionnaire "Psychological Interaction in teaching" 2002 for TEACHERS is useful to understand the model "I THINK I AM, AS A TEACHER" in the educational relationship with students.

To analyze answers of the PIT Questionnaire "Psychological Interaction in teaching" 2002 for teachers, in order to describe and delineate the model "I think I am, as a teacher" which defines teachers' interaction with students, you must use the following 8 Dimensions:

TABLE 1

I THINK I AM, AS A TEACHER

**8 DIMENSIONS OF THE PIT QUESTIONNAIRE
2002 FOR TEACHERS**

1. Consistency in didactic planning
2. Teacher's self-criticism
3. Attitude towards change
4. Self-efficacy in didactics
5. Motivation to autonomy in students
6. Management of the classroom
7. Teacher's empathic ability
8. Creation of the communicative climate in classroom

B. The areas of the pit questionnaire 2002

The 8 Dimensions of the IPI Questionnaire 2002 for Teachers, which define the model "I think I am, as a teacher", can be divided into the following 2 Areas:

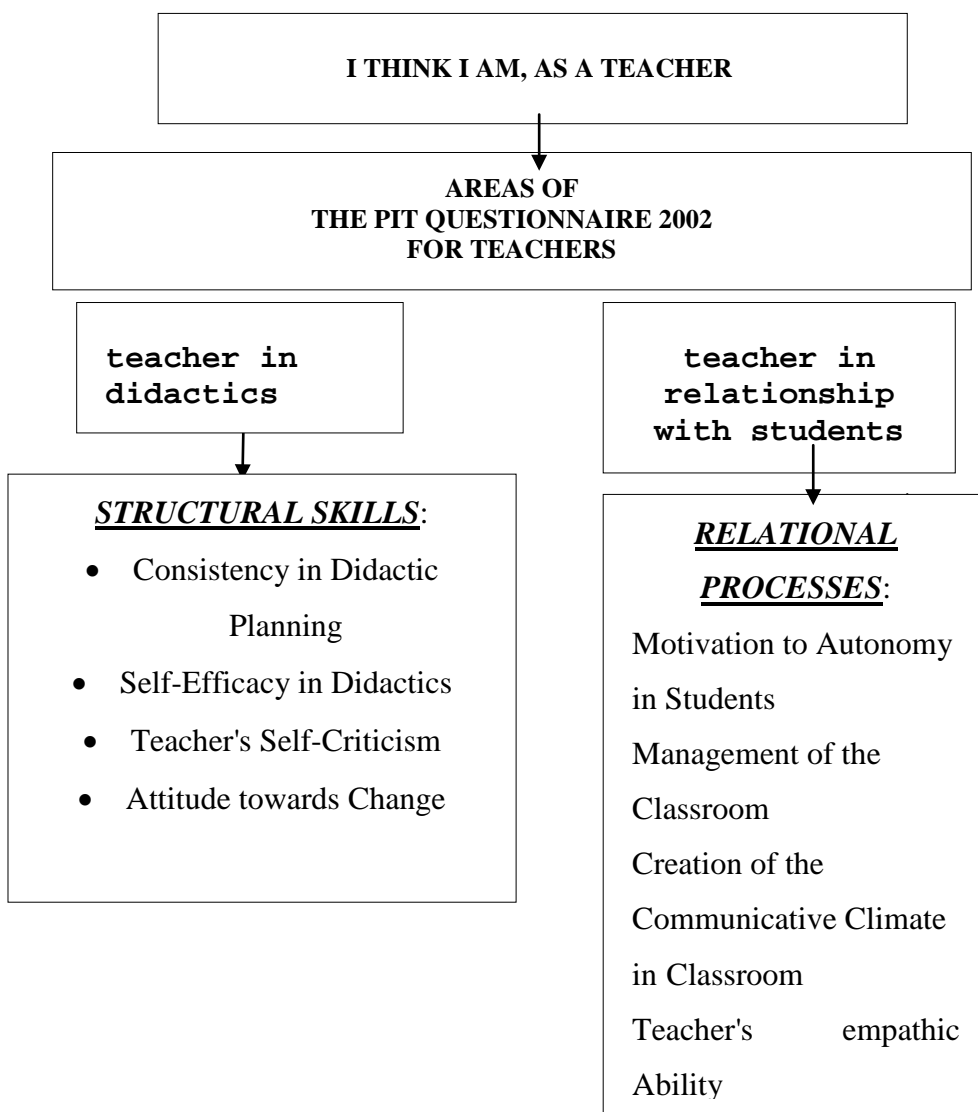
* **teacher in didactics:** refers to teacher's mode to manage and cope with his work. This Area includes 4 Dimensions: Consistency in Didactic Planning, Teacher's Self-Criticism, Attitude towards Change, Self-Efficacy in Didactics. More specifically, this Area defines the *structural skills* of teacher about his organizational, educational and didactic mode.

* **teacher in relationship with students:** refers to the relationship teacher-students and to mode used by teacher to get in relation with students. This Area includes Dimensions: Motivation to Autonomy in Students, Management of the Classroom, Teacher's Empathic Ability, Creation of the Communicative Climate in Classroom. More specifically, this Area defines the

relational processes in teacher-students relationship and modalities the teacher uses to get in relation with his students.

The 2 Areas are described by the following

TABLE 2



C. The fields of the pit questionnaire 2002

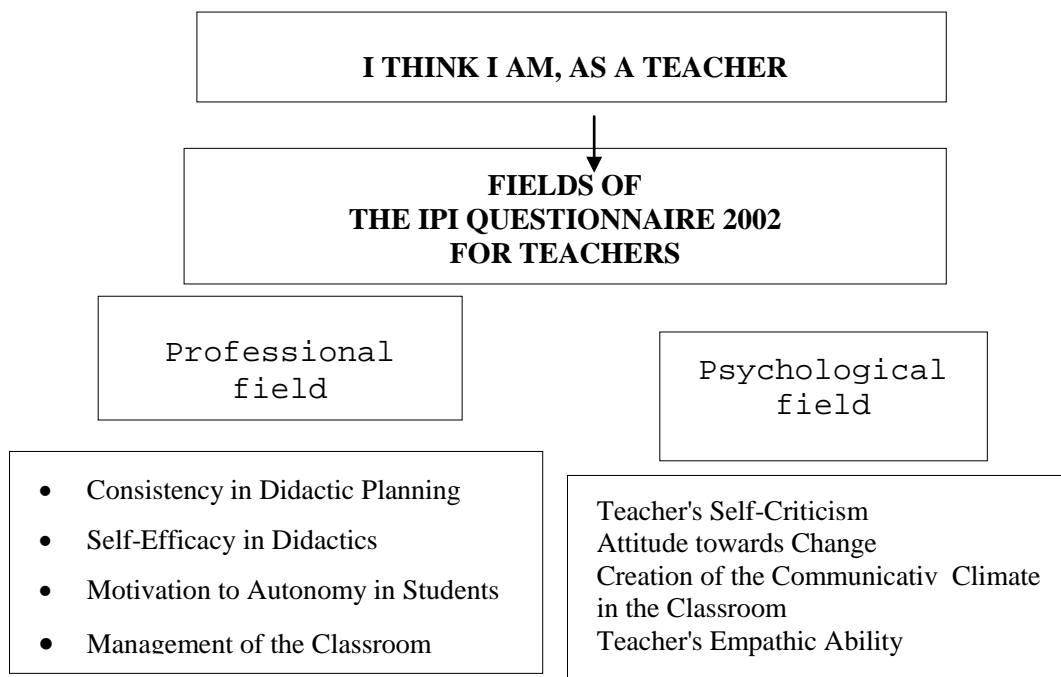
The 8 Dimensions of the PIT Questionnaire 2002 for Teachers can be divided following two kind of Field:

- PROFESSIONAL Field: skills, methodologies and tools that the teache uses to manage and develop teaching in classrooms. This Field includes the following 4 Dimensions: Consistency in Didactic Planning, Self-Efficacy in Didactics, Motivation to Autonomy in Students, Management of the Classroom.

- PSYCHOLOGICAL Field: peculiarities, aspects of personality and psichic relation that the teacher acts during the educational didactics with students. This Field includes the following 4 Dimensions: Teacher's Self-Criticism, Attitude towards Change, Teacher's Empathic Ability, Creation of the Communicative Climate in Classroom.

The two Fields can be represented visually as below in Table 3:

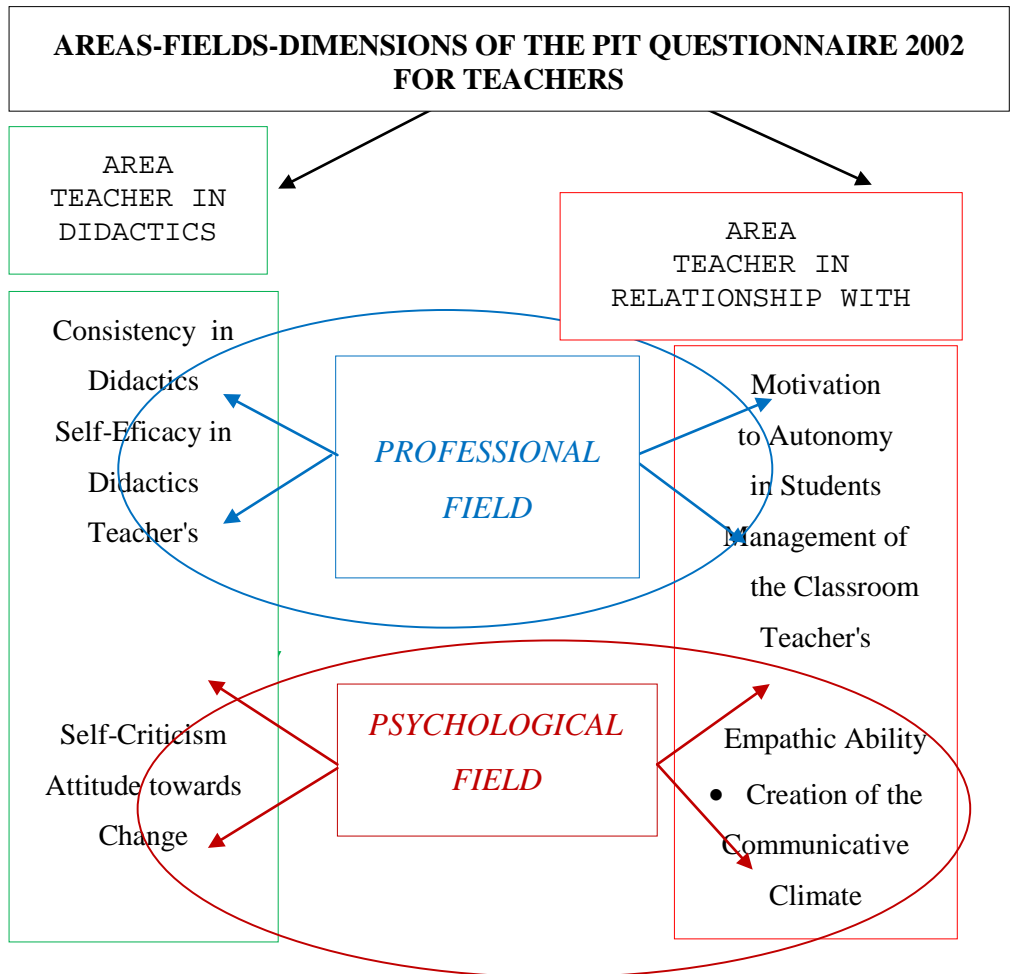
TABLE 3



D. The general model of the pit questionnaire 2002 for teachers

The 8 Dimensions of the Questionnaire can be described through the division on two Areas and Fields as below in Table 4:

TABLE 4



We underline that with the terms:
 “didactics” we refers to the path of knowledge of students;

“relationship” we refers to communicative modes and didactical relation between teacher and students;

“psychological” we refers to peculiarities and teacher's personality;

“professional” we refers to skills and specific abilities about teaching.

The two Areas and Fields, connected and combined, can be represented also on a Cartesian plan, that is divided in two axis, composed by 4 elements (Relationship-Professional, Relationship-Psychological, Didactics-Professional, Didactics-Psychological). It is described in Table 5

TABLE 5

AREAS-FIELDS-DIMENSIONS OF THE PIT QUESTIONNAIRE 2002 FOR TEACHERS			
AREA	FIELD	AREA -	FIELD
RELATIONSHIP-PROFESSIONAL		RELATIONSHIP-PSYCHOLOGICA	
*Motivation to Autonomy in Students		* Teacher's Empathic Capacity	
* Management of the Classroom Communicative		* Creation of the Climate in the Classroom	
* Consistency in Didactics		* Teacher's Self-Criticism	
* Self-Efficacy in Didactics	Change	* Attitude towards	
AREA - FIEL		AREA - FIELD	
DIDACTICS-PROFESSIONAL	DIDACTICS-PSYCHOLOGICAL	

**Dimensions and variables of
The pit questionnaire 2002 - psychological interaction in teaching
for teachers**

The PIT Questionnaire "Psychological Interaction in teaching"-2002 for Teachers, allows to detect the methodological patterns of Teaching-Learning between Teachers and Students, through the analysis of the following eight educational Dimensions:

- 1) consistency in didactic planning- variable on the axis didactical determination – flexibility
- 2) teacher's self-criticism - variable on the axis bring himself into question– focused on his own decisions
- 3) attitude towards change - variable on the axis openness to change – use of habits
- 4) self-efficacy in didactics - variable on the axis prudence - self-confidence
- 5) motivation to autonomy in students - variable on the axis promotion – control of autonomy
- 6) management of the classroom - variable on the axis equal – democratic – authoritative method
- 7) teacher's empathic ability - variable on the axis focused on the other – focused on himself
- 8) creation of the communicative climate in classroom - variable on the axis communicative welcome - strictness

Dimensions of the PIT Questionnaire 2002 for Teachers are:

1. Consistency in didactic planning

In the previous Model, the Consistency in Didactic Planning, refers to the Professional Field of Didactical Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

This Dimension evaluates teacher's tendency to stick the programming didactic and educational activities. Although programming didactical objectives, or educational and training activities are regularly held in the Italian School System, not all teachers have acquired a methodological skill and an adequate Psycho-Pedagogical mentality: in fact someone follows rigidly the programming, someone does it only partially and someone, during his work, has the tendency to improvise. In order to explain this interindividual variability, you must refer to some subjective dispositions that, of course, vary

from one individual to another, depending on his own educational and living cultural conceptions.

Regarding critical issues in programming, the school world is divided: some teachers use fixed didactical plans that are distant from concrete needs and personal characteristics of students, but are mechanical and it pushes teachers and students to follow pre-defined, standard procedures (Gabriele Boselli, 1992; Paolo Calidoni, 1993);

other teachers use flexible and dynamic plans, thus creating custom educational itineraries following motivations and personal expectations of each student and by developing customized educational procedures, that are characterized by context and by teacher-students relationship (Michele Pellerey, 1985; Robert Gagnè, 1973).

The “Consistency in Didactic Planning” Dimension, therefore, assesses how the teacher, during his work, refers to what was previously structured and how many space he let for improvisation and spontaneity. In other words, it evaluates how much importance is attributed to the pursuit of educational and training objectives, rather than the need to cope with contingencies, which necessarily avoid any possibility of prediction and, therefore, require an impromptu speech.

Therefore this Dimension refers to the teacher's attitude to join/not adhere to fixed patterns in the management of previously established situations. This variable is commonly defined by psychological axis “didactical determination – flexibility”.

The assessment of the Didactical Determination – Flexibility refers to educational situations, because they need some direction in order to give guidance to the whole training plan. At the same time, because of the age of students, we need an adequate ability of the teacher to put appropriate problem solving and decision making strategies into action. It is also important that the teacher can be focused on the task (that is to realize programming educational and didactical goals) and he must not be disorientated by unannounced.

This is possible only if the teacher is able to create a correct balance between adaptability to the context and consistency in fixed schema, and it refers to three aspects:

1. didactical planning
2. educational planning
3. training plan.

The two poles of this Dimension are:
the “determined” teacher
the “flexible” teacher.

This two poles do not describe the teacher's profile in terms of right-wrong behaviour; in fact there are so many contexts, so many students, so many educational situations that it is not possible to standardize the teacher's attitude in an only one perfect planning. You need instead to identify an educational methods referring to the structure or the process (see previous Paragraph) linked to the teacher's action during didactical activities or in the relationship with students.

2. Teacher's self-criticism

In the previous Model, the Teacher's Self-Criticism refers to the Psychological Field of Didactical Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

The Teacher's Self-Criticism deals with the ability of the teacher to recognize his own responsibilities in a positive sense (i.e. his merits as a teacher) and in the negative (his limits as a teacher), attributing to himself the effects of educational actions. In other words it refers to the ability to face up to his responsibilities (A.H. Maslow, 1973; G. W. Allport, 1969; C. Rogers, 1974), to BRING HIS-SELF INTO QUESTION and to RECOGNIZE THE VALUE OF HIS ACTIONS.

This capacity comes from achieving a good level of maturity, understanding how awareness of yourself, of your own act and of the consequences of that, in yourself, in others and in the class: This allows you to accept peacefully your strengths and weaknesses, potential and shortcomings, bearing in mind that infallibility is not the norm but the exception.

The Teacher's Self-criticism can be associated with the concept of Self-Esteem (Real/Ideal Self, H. B. Walcott and C. Rodney, 1968) and Motivation to Success (Need For Achievement, D. McClelland, 1951; Self-Fulfillment Ausubel, D. P., 1987). In fact, a teacher with a low Self-Esteem is unable to make a real self-critical of his work and he is not success-oriented.

The assessment of the ability to get in the discussion of the teaching staff is important because this capacity is the first step towards a new definition of the role of teacher, no longer understood as "holder of absolute truths", but simply as an "expert subject", able to transmit values and content. To admit this natural weakness means to be willing to give up part of that power the teacher was traditionally invested with, by getting a view to cooperation-exchange with students, in which the recognition of his limits is the necessary condition for personal growth and continuous improvement of training.

The opposite attitude to bring yourself into question, is to be focused on your own decisions. This means to be decided on your own choices and to not want to change frequently your working method or your teaching strategies. To be centered on your decisions also means to be solid and sure of

your ability as a teacher and to seek nor a support nor a comparison with others.

These two attitudes do not describe the profile of the teacher in terms of right-wrong behavior; the multiplicity of contexts, students and educational situations does not standardize teacher's behavior to a single optimal mode.

3. Attitude towards change

In the previous Model, the Attitude towards Change refers to the Psychological Field of Didactical Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

To be OPEN TO CHANGE in educational contexts means to be willing to change your own attitude and educational vision, your own habits and education and/or methodological, depending on students' demands and needs.

This Dimension has a fundamental importance, because every day the teacher deals with individuals in evolutionary age, whose needs may change with remarkable quickness. When someone realizes that conditions have changed and a certain work method has not the right feedback in students, it is important to be able to change it and possibly to redefine it in order to adapt it to students' new needs.

In practice, to be open to change means not to think by strict schema, not to behave in a standardized way, but rather to maintain an attitude of openness and continuous assessment of stimuli that come from educational context.

The opposite attitude to the willingness to change is the HABIT (as the use of routine) and the resistance, that is expressed in individuals as a kind of psychic protection and/or closing from the cognitive, emotional and behavioural point of view (S. K. Piderit, 2000; S. Oreg, 2006). The habit and the resistance reflect an attitude of security and defence that the teacher uses to preserve the positive aspects of the Self.

It should be pointed out that, even if to bring one self in question is functional to increase a better training, an extreme strict criticism highlights a certain insecurity and can push to a continuous self-blame that may not be an appropriate incentive to improve. So intermediate levels of this Dimension are associated with greater skill and an educational-didactical efficiency.

These two attitudes do not describe the profile of the teacher in terms of right-wrong behaviour; the multiplicity of contexts, students and educational situations does not standardise teacher's behaviour to a single optimal mode.

4. Self-efficacy in didactics

In the previous Model, the Self-Efficacy in Didactics, refers to the Professional Field of Didactical Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

This Dimension refers to the belief that everyone can behave successfully or not successfully, in order to manage situations in an appropriate way, and in order to achieve planned goals. In other words, in this context it refers to the teacher's perception of his professional skills, not only about the value that he gives to himself in the performance of his job, but rather to the belief "I can do it".

It is easy to understand how the assessment of the teacher's perceived Self-Efficacy is important. The opinion about the own Self-Efficacy and future expectations of the own success involve directly the motivation, one of determinants of behavior.

The way within the teacher assesses his own Self-Efficacy determines:

- how long he will engage in doing his work and how long he will persevere
- the decision about activities that will be chosen or rejected.

The stronger the perception of his Self-Efficacy, the more ambitious goals he will set (W. B. Brookover and collaborators, 1967; R. Rosenthal, 1972).

Relations with the environment are regulated by the sense of Self-Efficacy too: a positive perception of Self-Efficacy allows the teacher to pay attention to environmental requirements and to explain his forces, considering the obstacles as elements useful to stimulate a greater commitment; instead who have a low level of perceived Self-Efficacy, because of his fears, reduces the effort and desists in a short time.

A recent research argues that the perceived Self-Efficacy (specifically referred to educational strategies, management of the class and the involvement of students) is not linked in a direct way to years of experience of teachers, but it increases in the early years of their career and then it decreases over time. Also it appears from the research that women teachers perceive a most work-related stress, increased class behaviors-related stress and a lower sense of Self-Efficacy in the class handling (R. M. Klassen and collaborators, 2010).

To be self-confident is opposed to the PRUDENT attitude. Prudence is an attitude that correlates with the insecurity or low ability to SELF-CONFIDENT, but it correlates to a cautious attitude and to the belief that allows the teacher to reach his goals with more reassuring time, frames and procedures. As being a self-confident teacher, also being a prudent teacher can be functional, depending on situations and educational settings, for an improved students' learning and it can encourage a more relaxed climate.

These two attitudes (to be a self-confident teacher or a prudent teacher) do not describe the profile of the teacher in terms of right-wrong behavior; the multiplicity of contexts, students and educational situations does not standardize teacher's behavior to a single optimal mode.

5. Motivation to autonomy in students

In the previous Model, the Motivation to Autonomy in Students, refers to the Professional Field of Relationship Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

This Dimension assesses the teacher's ability to encourage the based-on-learning discovery rather than based-on-transmission of knowledge and descendant type. This assessment has a sense if you believe that the student has the ability to "anchor" the new concepts to those already acquired. This process is easier if the student him-self seeks new knowledge to add to those stored in memory, because he can chose methods and time by him-self. Therefore it is important to provide students with an active role in the learning process, considering they as the real protagonists of the construction of their knowledge.

Supporting autonomy means being able to use not too directive educational techniques; this means that the teacher must provide the inputs needed to activate in students cognitive strategies that enable their "discovery" of links until that moment unknown, thus allowing the acquisition of new logical operations.

Promoting and motivating autonomy in students, therefore, does not mean to be "absent" teachers and to let students decide for themselves what to do; instead it means to try to guide learning with awareness and skill, in a very little intrusive way, but focused at the same time.

A recent research maintains that the motivation to autonomy, for example about homework decisions:

- increases intrinsic motivation in doing exercises

- increases the perception of self-skill in students

- improves the performance, compared to students who do not receive the possibility to take decisions.

The same study underlines a positive relationship between students who perceive to receive a support to their autonomy by teachers and the intrinsic motivation to do homework (E. A. Patall and collaborators, 2010).

Another study investigates the relationship between the effect of educational style that promotes the autonomy and a more structured involvement of students: the results show that both styles predict involvement from the behavioral point of view, but only the support-motivation to autonomy is the predictor of involvement actually received by students (H. Jang and collaborators, 2010).

The attitude that is opposed to being a facilitator of autonomy is to be an evaluator of educational processes of development and improvement of the educational action, so to be a support and a point of reference to the implementation of such processes.

These two attitudes (to be a promoter or a controller of autonomy) do not describe the profile of the teacher in terms of right-wrong behavior; the multiplicity of contexts, students and educational situations does not standardize teacher's behavior to a single optimal mode.

The peculiarities of each profile, the teacher can be described as a **PROMOTER OF AUTONOMY** and as **CONTROLLER OF AUTONOMY**.

6. Management of the classroom

In the previous Model, the Management of the Classroom, refers to the Professional Field of Relationship Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

This scale assesses if the teacher uses an equal or democratic or authoritative methods of classroom' management.

The term "Management of the Classroom" means:

methods used by the teacher during didactical activities to:

- get in relationship with his students
- maintain order and discipline
- manage difficult situations
- decision making procedures
- work organization procedures.

One of the major difficulties of the profession of "teacher" is the ability to create a good relationship with students, but at the same time to be able to maintain control and prevent dynamics from degenerate. Therefore it is necessary that the teacher has the ability to modulate his "strictness", and step by step he must be able to change from an authoritative attitude, to one of greater openness, according to the particular moment.

The "decision making" is a very delicate moment. It is important that, in a student-dimension school, teachers can listen to and consider suggestions and requests of students themselves. If these demands are too far from what the teacher feels more correct, the teacher can use a good mediation and negotiation skills to prevent the emergence of inequality among students.

A solution to this problem can be not only the control of each student, but the creation of learning and communicative contexts in which the diversity in the class can be enhanced. As M. Comoglio (2010) said: "The recent reflection push us to a deep revision of the way of understanding the management of the classroom; there was a progressive replacement of the management, understood as skill set in order to control the students' behavior in the classroom, usually through the application of mechanisms of

gratification/penalty, with a wider vision of this concept in which the use of a good ability to reflection and decision of the teacher, the acquisition of higher levels of awareness of students as people capable of driving alone their own learning and their behavior, and the adoption of new methods and new ways of teaching/learning, they acquired an absolute centrality to determine and ensure an appropriate class context”.

Another delicate moment of school life is the work organization. Also in this case there is some inter-individual variability among teachers; in fact someone "imposes" his work organization to the class, so that students have no say in matter, other one prefer an operating mode based on greater openness to the students' demands and wishes.

It is assumed that the ability to mediate with the class is more easily associated with intermediate levels of authority. In fact the importance of the rules does not necessarily imply an imposition to students by the teacher. Recent scientific research confirms that the attitude of zero tolerance towards students does not appear to be an effective approach (Russell Skiba and collaborators, 2006).

On the contrary, we believe that rules are more easily accepted and obeyed if they emerge from mediation between parties, and especially if the teacher is able to let student understand the sense and usefulness. Similarly, if decisions are taken by mutual agreement and the work is organized together, the task will have a more active participation by the class.

Of course the teacher must be careful to ensure that his helpfulness does not mean a total lack of authority that could, therefore, reduce his authoritativeness.

These different attitudes do not describe the profile of the teacher in terms of right-wrong behavior; the multiplicity of contexts, students and educational situations does not standardize teacher's behavior to a single optimal mode.

According to different methods of management of the classroom used by the teacher, we can identify three profiles:

- the EQUAL teacher
- the DEMOCRATIC teacher
- the AUTHORITATIVE teacher.

7. Teacher's empathic ability

In the previous Model, the Teacher's Empathic Ability, refers to the Psychological Field of Relationship Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

This scale assesses the teacher's attitude to "get into students' the shoes", to immerse himself in their reality, by trying to catch as much as

possible not only their modes of learning, but also their actual needs and motivations.

The teacher needs both cultural and educational skills to transmit cultural contents, both emotional and relational skills, indispensable for interacting correctly on interpersonal relations and, in particular in order to deal with the emotional and relational dimension that intersects every scholastic activity and the transmission of knowledge (Declaration of principles and commitments of teachers and headmasters about the discomfort and the mistreatment of students, 1999).

To be an empathic teacher means to have the ability to really understand the cognitive functioning of each student and adapt it in education, in order to facilitate an easier and faster learning (L. Boella, 2006). We can not demand that students must adapt to teacher's teaching style, because it would be an unnecessary extra effort and it would limit energy for the learning process.

To be empathic also means to contact the student's emotional state, not only through the observation and the active listening, but also and above by “feeling” others' emotions (D. Goleman, 1995, 1998; Polito, 2003).

This is particularly important when we work with subjects in evolutionary age; in this period, in fact more than in other, affective aspects are, linked with great ease to cognitive ones, making it easier or thwarting them. If the teacher manages to really grasp students' needs and motivation, he will also be able to pay his action in that direction, thereby by facilitating the learning process (R. Skiba and collaborators, 2006).

An interesting aspect that emerges from research on Emotional Intelligence, a complex construct in which some authors include also empathic ability (D. Goleman, 1995), is the fact that this ability does not appear to be fixed and constant in time but it is a skill that can be really improved, thanks to specific training (Cooper, 1997; Dulewicz & Higgs, 2000; Steiner, 1997). In other words, beyond the personality's traits, which are generally stable (Costa & McCrae, 1992; Goldberg, 1990), we can increase skills related to Emotional Intelligence to improve business performance, individual well-being and the quality of life (Vakola and collaborators, 2004).

An empathic teacher therefore is basically **FOCUSED ON THE OTHER**, i.e. by putting himself in the students' shoes, observing them and listening to them, in order to improve the relationship.

A teacher **FOCUSED ON HIMSELF** does not consider important to understand the emotional state of his students, but he focuses attention only on activities in the classroom, decreasing affective-relational aspects' weight.

These two different attitudes do not describe the profile of the teacher in terms of right-wrong behaviour; the multiplicity of contexts, students and

educational situations does not standardise teacher's behaviour to a single optimal mode.

8. Creation of the communicative climate in classroom

In the previous Model, the Creation of the Communicative Climate in Classroom, refers to the Psychological Field of Relationship Area, that describe the Psychological Interaction in Teaching according teachers' vision (see the Model, Table 4).

This Dimension evaluates the emotional-communicative climate in Classroom. The type of communication between teacher and students depends largely on how the teacher is able to adopt a permissive attitude, by allowing students to freely express opinions and feelings.

Having a chance to say what they think, it allows students, not only to feel free to express themselves, but also makes them feel accepted and understood.

So the climate that origins from this is calm and quiet, and that favors:
a better learning by students
a less hard and stressful work for the teacher.

A serene environment allows free energies that can be used productively in educational activities (C. Rogers, 1974; A. Tausch, 1973).

For this it is important that the teacher is able not only to stimulate students to express their opinions, but make them feel free also to talk about themselves, their difficulties, even those which do not relate strictly to the school life.

An interesting aspect about the Climate and internal communication in the class is the relationship between the teacher and nonverbal messages sent by students, or between the teacher and the "immediacy" of students. "Transparent", explicit, clear students are evaluated more positively by teachers, and the same happens in teachers to students. From some researches it emerges that the nonverbal behavior affects the climate and perceptions within the class: the physical proximity, choosing a desk rather than another, the established eye-contact, the face expression, nodding, speaking with clarity, are all communicative modes that promote a positive attitude and they improve learning by students and motivation of teachers in their work (Baringer & McCroskey, 2000).

Therefore there are two ways used by the teacher to create and influence the communicative climate in classroom, and both they reflect a specific attitude of the teacher in the relationship with students.

A welcoming teacher in communication has as objective the creation of a psycho-social well-being, while a STRICT TEACHER has as its objective the achievement of pre-established goals through the use of efficiency (achieving the best and/or greater result with minimal effort or with minimal

use of resources) and productivity (Productive Thought of W. Wertheimer, 1965).

On the contrary an authoritarian teacher in communication strives for creating a psycho-social distress in interpersonal relationships, as well as a non strict teacher strives for creating confusing or inefficient relationships compared to the objectives that the same teacher and class planned.

These two different attitudes do not describe the profile of the teacher in terms of right-wrong behavior; the multiplicity of contexts, students and educational situations does not standardize teacher's behavior to a single optimal mode.

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Appendice

THE PIT QUESTIONNAIRE 2002 PSYCHOLOGICAL INTERACTION IN TEACHING FOR TEACHERS

This Questionnaire consists of a series of item about the relationship between teacher and students in school.

Indicate for each of these items, what kind of interaction, in your opinion, you strive for building with your students.

There are no right answers or wrong answers, only personal opinions. We therefore ask you to respond spontaneously and with great sincerity, paying attention to not neglect any questions.

The mode of response for each statement is very simple: you have to give each one of them a score, using the following scale:

Totally agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree
1	2	3	4

It is important to give just one answer to each question.

Furthermore we inform you that data will be used just for scientific and social research, so the test is anonymous.

Time available is 30 minutes.

Each item must assign one of the following scores:

Totally agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Totally disagree
1	2	3	4	5

Good job

1.	I work so that no unexpected prevent my students to achieve the planned learning goals	1	2	3	4	5
2.	I am helpful when someone asks me to change my way of working	1	2	3	4	5
3.	Even when changes occur, I finish fixed activities	1	2	3	4	5
4.	I avoid situations that seem risky	1	2	3	4	5
5.	I do not advance answers before I am asked questions	1	2	3	4	5
6.	I usually establish rules and regulations with my students	1	2	3	4	5
7.	It is difficult for me to understand the emotional state of my students	1	2	3	4	5
8.	I always allow my students to say freely what they think	1	2	3	4	5
9.	If the situation requires it, I redefine educational goals during the school year	1	2	3	4	5
10.	When someone criticizes my work, he does it to hit me	1	2	3	4	5
11.	Activities in classroom do not change over time	1	2	3	4	5
12.	If I can't reach a goal, I do not give up and try again	1	2	3	4	5
13.	I always tell my students their mistakes	1	2	3	4	5
14.	Only by using the severity I can maintain order within the classroom	1	2	3	4	5
15.	I listen carefully to my students when they talk about themselves	1	2	3	4	5
16.	I encourage communication between students about school activities	1	2	3	4	5

17.	I stick strictly to the project lines in carrying out the training	1	2	3	4	5
18.	I compare myself with my colleagues when I am not sure to perform well some of my tasks	1	2	3	4	5
19.	Changes within the classroom are problems for me in carrying out educational and didactical activities	1	2	3	4	5
20.	When I do not reach a goal, I need time to overcome the disappointment	1	2	3	4	5
21.	When students are doing an exercise, I let them work independently	1	2	3	4	5
22.	I allow my students to express their disagreement with decisions I made alone	1	2	3	4	5
23.	I can't fully understand my students	1	2	3	4	5
24.	When I am with my students, I talk freely about me	1	2	3	4	5
25.	During the school year it happens to redefine educational objectives because the situation needs it	1	2	3	4	5
26.	When students have difficulty, it depends on how they learn	1	2	3	4	5
27.	I think changes that can occur in my work environment are exciting	1	2	3	4	5
28.	Usually I set ambitious goals	1	2	3	4	5
29.	When I assign a task to my students I want everyone to follow the same procedure	1	2	3	4	5
30.	When problems arise in the classroom, I decide what to do about them	1	2	3	4	5
31.	I can understand the real needs of my students	1	2	3	4	5
32.	It is difficult for me to establish a good dialogue with my students	1	2	3	4	5
33.	I observe fixed time for the achievement of educational goals, even when conditions make it difficult	1	2	3	4	5
34.	Criticism motives me to work better	1	2	3	4	5

35.	When situations change, I have a hard time finding new ways of working	1	2	3	4	5
36.	When the situation is critical, I am aware that I can't cope	1	2	3	4	5
37.	I let each student perform his works following his own methods	1	2	3	4	5
38.	I allow my students to complain if they do not agree on activities I propose	1	2	3	4	5
39.	To talk with students it does not help me understand them better	1	2	3	4	5
40.	I let students feel free to talk about themselves	1	2	3	4	5
41.	After I plan the training, I can help but stick strictly to the project lines to get results	1	2	3	4	
42.	When someone gives me suggestions, he does it to interfere in my work	1	2	3	4	
43.	It annoys me to give up my methods, even if it is necessary	1	2	3	4	
44.	I think that difficult situations are challenging	1	2	3	4	
45.	Sometimes I tell my students in advance the answers to the questions they could ask me	1	2	3	4	
46.	I decide alone activities that will be conducted in classroom	1	2	3	4	
47.	I observe carefully my students to understand them better	1	2	3	4	
48.	Listening to students problems, I risk of neglecting other activities	1	2	3	4	4

The personal answers you have given will be used exclusively for statistical and sociological elaborations. I.S.P.E.F. guarantees the confidentiality of collected data in full respect of privacy. You are pleased to provide your personal information by placing a tick in the box

Qualification : _____ **School subject**
: _____

Teacher with less than two years of temporary

Teacher with more than two years of temporary

Teacher with less than five years of role

Teacher with more than five years of role

Sex:

M

F

Age:

under 30

from 30 to 39

from 40 to

49

from 50 to 59

over 60

Name of the School:

Country: _____

—

Level: PreSchool
grade

Primary School

Secondary School 1 st

Secondary School 2 nd grade

- N.B: - PreSchool for children between 3 and 6 years
- Primary School for children between 6 and 11 years
- Secondary School 1 st grade for students between 11 and 14 years

INTERCULTURAL EDUCATION AS A REFLECTION OF THE HOMOGENEITY OF THE TEACHING PROCESS

Adrian Negru, PhD⁷
Teacher Training Faculty, Belgrad

Abstract: *Although the various aspects of education for international understanding independent individualized best: education for human rights, democracy, disarmament, for tolerance, for the development of man's environment and interculturalism. Also, there are concepts such as multi-ethnic and global education, which correlated with intercultural education. To understand the difference between a multi-ethnic and multi-cultural education, it is necessary to mention the basic characteristics: knowledge of the values of each ethnic group: familiarization major ethnic groups with other groups elements culture, their understanding and respect; enriching students with the knowledge and skills for activities within the profession and contouring general culture; minimization of discrimination and segregation between ethnic groups in schools and society.*

Keywords: *intercultural education, homogeneity, expectations.*

In addition to the many attempts to define intercultural, Dasen believes that by avoiding confusion and simplification, useful definition of what is intercultural education:

First It's not about compensatory education in which children have vision problems, but there are schools in adapting to cultural diversity. Schools need to assist children in learning the language of the host country, to accommodate local school rules in order to increase the chances of success in education and a professional level. Cultural differences are not credited immediately negative cultural environment, but are seen as a reflection of adaptation to different contexts.

Second Intercultural education is not only educational discipline, but a new approach to classical disciplines. The teacher will reevaluate the basic culture of

⁷ Mail negruanastasia@yahoo.com

students, avoiding stereotypes and the culture in a static manner. At the national level, it implies rather than asimilativnog choice integrative model. Intercultural education is not confronted with the languages and cultures of students basic, but addresses all levels of education.

From the standpoint of educational ideals, one must overcome formalism overworked phrase contained in the Law on Primary Education, in accordance with which the educational ideal of a free, integral and harmonious development of human individuality, the development of autonomous and creative personality, and the design of educational strategies that can be translated into The following expectations a reality

It is necessary to level the tasks deduction from the overall educational tasks of the modern world; Consideration of the role of anthropological and social science disciplines at all levels of education can provide students knowledge related to modern values, rights and freedoms of citizens, the functioning of national and international values;

Learning foreign languages is in accordance with the culture and civilization to which they belong, as an instrument of practical use was related to different and specific definition of the vector of individual cultures. Promoting studies in the fields of history, literature, in order to understand the relationship between the universal and practical.

Formers at the level necessary retraining of teachers in the spirit of international values, using less formalistic and more activities through cooperation with academic institutions abroad (scholarships, masters and doctoral programs, research projects). These external contacts are informative in nature in a professional way, but also implicit formativity through direct contact with another culture.

The goal of international education, intercultural concept originated contrast, is to develop a sense of social responsibility and solidarity with defavorizovanim groups, and to respect the principle of equality in contemporary behavior. Intercultural education allows the structuring of an open cultural identity, posing as objective as follows:

Making the Youth asimiliation culture from an anthropological perspective; Ensuring respect for the differences in the system of common views.

Ray proposes several tasks in the field of intercultural education, designed to help overcome the ability of the individual ethnocentrism by:

1. To transform images and stereotypes of and prejudice to overcome generazorna;
2. To provide space for those individuals whose cultural references can transform relationships in the system in which they operate;

To proactively identify and complexity of the existing relations between both cultures, the existing social classes, institutions, educational cycle, educational

and scientific fields, and among the individuals, regardless of age, language, ethnicity, culture or religion.

To develop a system of communication and negotiation among individuals, groups and communities, responsibility to articulate the relationship of individuals through the local, national and international communities. As authority for the transfer of values, the school will focus on the diversity of cultures, without insisting on the superiority of one culture over another. In this sense, there is a dynamic and continuous process for forming characteristics of intercultural attitudes, a process which does not end at school but continues throughout life. Realized in school education intercultural animates all students, enabling them to develop a feeling for respect for diversity, tolerance and solidarity. Looking at the way intercultural education, there is a natural nakoliko assumptions:

1. The observation of differences from the neutral point of view, except that the latter accepts the same as myself;
2. The ability to perceive what is foreign in a flexible manner, rejecting the simple nivelatorne checks that can be easily applied, but depleted in a number of its dimensions; Perception of ambiguous situations without fear as the premise of accepting diversity, overcoming the fear of the other;
3. The ability to review and reformulate their own standards. Reference socio-cultural behavior is determined by a recognition reletivnosti this system, pojedniac becomes able to enrich it easier to adjust;
4. Friendly attitude to existential experiment models; The ability to accept conflict as a third option and the most positive about the differences because the two previous rejection of reality and transform diversity into conflict. Conflicts should be accepted with equanimity and with the motto win - win.

Affirmation that communication between people is especially important in the context of intercultural gets confirmed by the fact that the broadcast messages received at a time when the meaning is accepted by the interlocutors. Specificity of intercultural communication is the fact that its protagonists do not always have the same cultural references or do not use the same language. If the process of knowledge through communication sometimes burdened by conflict, contemporary investigations try to eliminate this bias by using different methods and techniques of communication. Any intercultural communication can be situated interpersonal or intergroup, depending on the degree of which is considered to be an alien interlocutor. The aim of this kind of communication is that the caller indicate that, regardless of the differences, they all have the same rights and the basis for open dialogue is mutual respect. Such an approach can be designed in a method that accomplishes the goal of communication, a possible structure might be as follows:

- Formulating activities and second Formulating responses caller. The characteristics of this method is that it avoids blaming, pointing to how the person feels (I feel ... What I wanted ...). In the first one to objectively describe activities or situations, and the second is to be taken to respond protagonist communications, so that the tonality response to avoid any conflict. The third phase confirms the result expected by the caller, so that the method in question is the premise of open communication, which appeals to the improvement of relations between social actors, who were present on the cross cultural scene.

Encouraging intercultural opens wide avenues for dialogue and communication between cultural groups, with consequences that are beneficial to mutual understanding. Nurturing values and appreciation for others, tolerance for diversity, complementarity between the values, the school is able to realize the potential richness of diversity without negating any culture. Humanities and intercultural education is still the center of attention at all levels of education and teachers, and is present as a result of a mission that is in continual expansion. Although the various aspects of education for international understanding independent, individualized best: education for human rights, democracy, disarmament, for tolerance, for the development of man's environment and interculturalism. Also, there are concepts such as multi-ethnic and global education, which correlated with intercultural education. To understand the difference between a multi-ethnic and multi-cultural education, it is necessary to mention the basic characteristics pronounced:

Knowledge of the values of each ethnic group;

- Familiarization major ethnic groups with other groups elements culture, their understanding and respect;
- Enriching students with the knowledge and skills neophodnm for activities within the profession and contouring general culture;
- Minimization of discrimination and segregation between ethnic groups in schools and society.

In addition to the many attempts to define intercultural, Dasen believes that by avoiding confusion and simplification, useful definition of what is intercultural education:

First It's not about compensatory education in which children have vision problems, but there are schools in adapting to cultural diversity. Schools need to assist children in learning the language of the host country, to accommodate local school rules in order to increase the chances of success in education and a professional level. Cultural differences are not credited immediately defavorizovanoj cultural environment, but are seen as a reflection of adaptation to different contexts.

Second Intercultural education is not only educational discipline, but a new approach to classical disciplines. The teacher will reevaluate the basic culture of students, avoiding stereotypes and the culture in a static manner. At the national level, it implies rather than asimilativnog choice integrative model.

Intercultural education is not confronted with the languages and cultures of students basic, but addresses all levels of education. From the standpoint of educational ideals, one must overcome formalism overworked phrase contained in the Law on Primary Education, in accordance with which the educational ideal of a free, integral and harmonious development of human individuality, the development of autonomous and creative personality, and the design of educational strategies that can be translated into The following expectations a reality

- It is necessary to level the tasks deduction from the overall educational tasks of the modern world;
- At the level of content;
- Consideration of the role of anthropological and social science disciplines at all levels of education can provide students knowledge related to modern values, rights and freedoms of citizens, the functioning of national and international values;
- Learning foreign languages is in accordance with the culture and civilization to which they belong, as an instrument of practical use was related to different and specific definition of the vector of individual cultures. At the same time, to encourage the study of the neighboring languages (micro-macro areal geographical or administrative character) determination perception of language as a virtue friends.
- Promoting komparativistics studies in the fields of history, literature, in order to understand the relationship between the universal and practical.

Formers at the level necessary retraining of teachers in the spirit of international values, using less formalistic and more activities through cooperation with academic institutions abroad (scholarships, masters and doctoral programs, research projects). These external contacts are informative in nature in a professional way, but also implicit formativity through direct contact with another culture.

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images and stereotypes; To provide space for those individuals whose cultural references can transform relationships in the system in which they operate; To proactively identify and complexity of the existing relations between both cultures, the existing social classes, institutions, educational cycle, educational and scientific fields, and among the individuals, regardless of age, language, ethnicity, culture or religion; To develop a system of communication and negotiation among individuals, groups and communities; Responsibility to articulate the relationship of individuals through the local, national and international communities.

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communication is that the caller indicate that, regardless of the differences, they all have the same rights and the basis for open dialogue is mutual respect. Such an approach can be designed in a method that accomplishes the goal of communication, a possible structure might be as follows:

- a) Formulating activities and
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In the first one to objectively describe activities or situations, and the second is to be taken to respond protagonist communications, so that the tonality response to avoid any conflict. The third phase confirms the result expected by the caller, so that the method in question is the premise of open communication, which appeals to the improvement of relations between social actors, who were present on the cross cultural scene.

Concluzion

Encouraging intercultural opens wide avenues for dialogue and communication between cultural groups, with consequences that are beneficial to mutual understanding. Nurturing values and appreciation for others, tolerance for diversity, complementarity between the values, the school is able to realize the potential richness of diversity without negating any culture. Humanities and intercultural education is still the center of attention at all levels of education and teachers, and is present as a result of a mission that is in continual expansion.

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DECENT WORK AND HUMAN DIGNITY

Prof. Danilo Ž. Marković, Ph.D.⁸
Serbian Academy of Education
Foreign member of Russian Academy of Education

Abstract: *The concept of decent work (dignified, honourable work) is relatively new to the human history. It is the legacy of human awareness (and effort) of the need for reflecting on human work not only in terms of efficiency (especially profitability), but also from the standpoint of human dignity, considering that the content of human work is not in contradiction to human dignity.*

This paper provides a review of the term of decent work, as well as its complexity and significance for making man's work more humane.

Keywords: *decent, dignified, honourable, equity, social justice.*

Introduction

1. Decent work is a global objective for modern (globalizing) society. It is well defined and realized in the process of uniting mankind since the 1920's. The demands for its achievement are imposed (and realized) to the extent mankind is being globalized (i.e. the level of globalization of society), showing a tendency of becoming a global mega-society.⁹ Demands for decent work are inevitable and run along the process of accomplishing human rights and freedom universals within the framework of the increasing globalization and the need for suppressing its negative impacts on the world of work and human position.¹⁰ Indeed, *the achievement of decent work is inseparable from the achievement of social conditions of respecting human dignity.* These demands were and still are parts of the efforts of making globalization fair. That is why decent work should be considered in the context of historical changes in the content and nature of work and socio-economic relations in

⁸ Mail Danilo.markovic@yahoo.com

⁹ Чумаков, А. Н.: *Глобализация, контуры делосного мира*, "Проспект", Москва, 2009, pp. 69-80.

¹⁰ Марковић, Ж. Д. : *Актуелни проблеми света рада у условима глобалне економске кризе*, "Пословне студије", Бања Лука, 7-8/2012, pp. 201-216.

which the human work activity is being realized. This approach provides the ability of reflecting on decent work, as well as the causes of its emergence and realization, in a dynamic manner, specifically in the process of intellectualization of human working / productive activities.

Making fundamental freedom and human rights universal implies codification of specific freedom and right possessed by all human beings, regardless of where they live, the observance and implementation of which is guaranteed by the international community which has been accomplished after the World War II through the establishment of the United Nations (UN). Thus, in the first article of the Charter of the United Nations it is declared that the UN are *committed to promoting and encouraging respect of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion*. Based on the commitment stated in the *Charter*, on 10 December 1948 the United Nations General Assembly adopted the *Universal Declaration of Human Rights*, which proclaims the following: freedom and equality of human beings in dignity and rights, the right to life, liberty and security, the right to social insurance and the right to just and favourable conditions of work, as well as the right to insurance in the event of incapacity. In short, the *following universal human rights were proclaimed: the right to life, liberty and equality, security and dignity and favourable conditions of work*.¹¹ Thus, universal human rights can be summarized as the man's right of having his integrity protected to the degree that corresponds to his human dignity. In order to specify and create opportunities for the legal and factual realization of these universal rights and freedoms, on 16 December 1964 the United Nations General Assembly adopted two additional covenants: the *International Covenant on Economic, Social and Cultural Rights* and the *International Covenant on Civil and Political Rights*. These covenants came into effect upon the ratification by the required number of countries.

In order to create conditions for the realization of universal rights and freedoms a number of significant scientific, technical and political events were organized, the results of which were facilitating the realization of these rights. In this sense, efforts were invested for finding solutions to avoid the confrontation between the *international protection of universal rights and freedoms* and the *right of countries to sovereignty*. In searching for such relationship models, the need was pointed out that international cooperation should be based on respecting cultural identity, independence and national sovereignty, and non-interference. Therefore, cooperation between nations

¹¹ Марковић, Ж. Д. *Универзализација људских права и заштита интегритета човека*, Ниш, Зборник радова „Универзализација људских права и остваривање права на здраву животну и радну средину, 1998. р. 5-20

should be without any form of oppression or replacing one culture by another.¹²

Globalization of society and making human rights and freedom universal

1. Contemporary reflections on universal freedom and rights and their realization need to be based also on globalization-induced changes *marking a new stage in the evolution of capitalism, both regarding the scale and the content and nature of human work*, with far-reaching changes in the position of man and realization of his dignity. The process of globalization has been studied in many fields of science. Studying the complexity of the planetary-scale issue of globalization an emerging academic discipline of Globalistics¹³ has been created. While studying sociologic aspects of globalization the following basic processes of globalization have been considered: *the process of emergence of a global system of development of economic relationships reflecting the transformation and integration in the global economy* (based on transnational cooperation operating worldwide without any control by the state) and *the process of cultural globalization*, through which local cultural needs are being replaced. These are actually the basic processes describing the system of globalization. These processes occur independently from the national (state) policies and national societies, representing a self-contained international phenomenon and a process of transnational, supranational existence.

*As the process of an emerging global-level business and economic system, globalization is reflected through expanding the area of economic power, conquering new territories (sources of raw materials and markets) by using money rather than war (in contrast to earlier conquests). When constricted by spatial boundaries, money is prevented from being multiplied outside these boundaries – it suffocates and eventually dies. Globalization is a meaningful way of providing money with momentum and making profits through peaceful means.*¹⁴ This process has been enabled by the development of high technology (which has allowed the "compression" of space and time) and the market forces as reflected through market competition, as well as by the prevailing profit-making form of capital movement in form of money-money; thus the formation of a global-level financial and information

¹² Марковић, Ж. Д., *Глобализација и проблеми очувања националног културног интегритета*, Ниш, "Теме" 1-2/2000, p. 37-45

¹³ Чумаков, А. Н. (2009): *Глобализација – контури целотног мира*, Москва, "Проспект" p.60-89

¹⁴ Глигоријевић, С.И.: *Глобална система*, Словарь виталиской социологии, Москва, Гордарики, 2006, p. 60-61.

technology has been enabled.¹⁵ The idea of globalization came from the western (developed) capitalist countries in an attempt to take a dominant position on the planet and "to organize the whole of mankind for serving their specific interests, rather than the interests of some abstract humanity."¹⁶

The *global system* that is formed through the process of globalization as new information, technical, economical, environmental, scientific, political and socio-cultural reality is not always seen as a social reality, with its specific structures and processes, developing within the limits of humanity. The reason for not being understood and accepted is probably in the fact that humanity (as permeated by the complex relations governing the worldwide economy and international relations) alters as the function of changes of natural and social environment of man, creating material and spiritual culture, creating a persona-individual interests and values as well as objectives of development.¹⁷ This system is composed of interrelated and mutually dependent subsystems.

2. The global economy appears as a subsystem of the global system. It is the sum of national economies. *It is a unique contradictory system of rich and poor countries. It was extended by unevenly developed countries; this inequality in the system has been maintained to the present day.*¹⁸ Actually, *the global economy implies that the planet is conquered by transnational corporations and states with the goal of dominating national economies.*¹⁹ *Globalization provides the neo-liberal capitalism with the attributes of a global scale system – it becomes global capitalism.* It is dominated by transnational corporations, with the role of state being reduced, while mass culture is made widespread and information society a reality.²⁰ It has made the world network based on privatization, deregulation and liberalization, i.e. through the creation of free market and wealth with the promise "that those who are willing to be subjected to demands of the global market will be blessed with worldly wealth." However, this promise is not feasible. Between the principles of profit and the principles of humanism there is a gap resulting from "the capitalism itself in its form of development,"²¹ including the global

¹⁵ Борико, А.: *НЕHT- мала књига о глобализацији и свету будућности*, Београд, "Народна књига Алфа", 2000, pp 25

¹⁶ Ушкин, А. И.: *Глобализација у И.,И. Мазур, А.Н. Чумаков, Глобализација-енциклопедија*, Москва, ЦНПП "Диалог"; издатељство "Радуга", 2003, pp. 185.

¹⁷ Зиновјев, А.: *Запад-феномен западњааштва*, Београд, "Наш дом" –Ade d' home, 2002. p.306.

¹⁸ Леибин, В. М.: *Глобалнија енциклопедија*, ob.cit. pp. 57.

¹⁹ Reirnet, E. G. *Globalna економија*, Beograd, Ćigoja štampa, 2006. pp. 57.

²⁰ Марковић, Ж. Д. : *Глобална економија*, Ниш, Економски факултет Универзитета у Нишу, 2008. pp. 37-90.

²¹ Бабаков, Ф. Д (и други): *Савремениј глобалниј капитализм*, Москва, Алма-прес, 2003, pp. 69-203.

neoliberal capitalism. *It provides money with the position of the ultimate ruler. There is a myth regarding the profit-effectiveness and maximization as absolute values.* The power of money tramples human dignity, insults his honour and destroys hope. The new trinity of *market-competition-money* appeared on the international scene with the intent to ascend to the supreme power, which will govern the planet's affairs, imposing to countries its own rules and norms of uniformity despite their cultural values and identities.²²

3. The specific questions of globalization and global capitalism (created with it) require new (scientifically based) answers. Along with traditional philosophical question about the position of man in the world and universe, *the question that also should be answered is that about man's position in the everyday life, especially in global economy and work environment.*²³ Therefore, the economic reality (globalization and global capitalism) needs to be critically considered from the theoretical point of view, as opposed to the today's standard theory that takes random assumptions trying to adjust with reality.²⁴ *This approach should be used to explore (and find answers) the global neoliberal capitalism where the market as a key mechanism of regulating trade, as well as the consequences resulting in the context of awareness that most economies are vulnerable to the modern market mechanism because it fails to account with the social (and human) factor, i.e. the market cannot exist without people, but it is included in the structure of social relations.*²⁵ What should be critically considered and rejected in this approach and reflection is the notion that people are means whose work activity (only) contributes to social progress; what should be accepted and promoted are theoretical concepts *stating that people promote social progress through their work activities, but they also express themselves as creative and free beings, realizing the conditions of securing their material existence and social status by arranging mutual relationships.*²⁶ In these relationships people express their ideological and political orientation, their

²² Векс, У: *Моћ против моћи у доба глобализације*, Загреб, "Школска књига", 2004, pp. 187.

²³ Ђорђевић, Р.: *Човек, вредност и историја*, Београд, Институт за филозофију Филозофског факултета, 2006. pp. 69

²⁴ Мајор, Ф.: *Унеско: Идеал и акција*, Београд, Завод за међународну просветну, научну, културну и техничку сарадњу и Завод за уџбенике и наставна средства, 1997. pp. 57

²⁵ Видянин, В. И., Журавлева, Г.П. (ответвени редактор), *Экономическая теория*, Москва, Инфра, 1997, p. 63.

²⁶ Reirnet, E.C.: ob.cit. pp.16

role in political organization of society, their place and attitudes towards the defined system of values.²⁷

3. The essence of globalization as a global social process and basic features of global neoliberal capitalism as a knowledge based system where knowledge is the basic developmental resource (denoting capitalism as a *knowledge capitalism*), should be considered in context of development of technical basis of work and changes in its content, along with the resulting consequences. Namely, the development of productive forces makes the basis for the stage-based development of capitalism. On the other hand, in the pursuit of *increasing rationality and productivity, and earning increased profits, capitalism was also stimulating the development of productive forces*. In such an approach, technological globalization also leads to the *replacement of human work with machines*, initially in jobs that do not require human skills; later on, humans were replaced also on jobs that require human skills, provided that these jobs can be performed by perfect machines.

In this sequence of development, *along with the globalization and its expansion, there is an increasing importance of knowledge as a developmental resource. When working, humans are operating based on their reflective capabilities rather than using their physical strength*. Thus, human work (especially manufacturing) activities are intellectualized, and therefore, intellectual capital has become the reality of economic and social life. *The third technological revolution has resulted with the emergence of computer technology*. It has changed the position of man in the man-machine system – man was previously operating machines, now he controls them. Human labour is negligible in the working environment of micro-electronic devices. Moreover, the worker-material interface has almost disappeared. In fact, with the emergence of computer-generated information technology significant changes occurred in the content of man's work²⁸ resulting with the loss of sense of relevance and corresponding sense of self-esteem and self-evaluation inherent to some extent to all human beings.²⁹

However, in addition to the negative consequences, changes in the content and character of work also have some positive effects that allow knowledge to become the primary developmental resource within the framework of global neoliberal capitalism, to the extent when it becomes also its main feature. *This type of capitalism is designed (and specified) more on intellectual capital and less on monetary and physical capital (wealth)*. This

²⁷Гозабов, И. А.: *Социальная философия*, Москва, Академический проект, 2007, pp. 283.

²⁸Шарков, Ф.Н.: *Социология: теория и модели*, Москва, "Экзамен", 2007, p. 52.

²⁹Козловский, П. : *Этическая экономика как синтез экономической теории*, Москва, "Вопросы философии".

model of capitalism is based on trusting the market and the individual. *The central value and importance of the individual is his delivery of knowledge rather than his muscle strength.* What is recognized in this model is the process organization, routines and directives that make the contents of explicit knowledge that is being disseminated.³⁰ In fact, *in capitalism (knowledge capitalism) knowledge and skills are the only sources of sustainable and long-term competitive advantage of corporations and broader social structures.*³¹ Therefore people – the holders of knowledge and skills, and the essence of society (and capitalism) – should be treated as human beings that think, capable of producing and improving their lives in a specific historical habitat, due to their life force.

An approach to human potential in global economy

From the standpoint of this insight, the latest research about the position of man in global economy and corporations (where they deliver their work by exercising their knowledge and skills) also included two relatively new approaches on human potentials: human resources development index (HRDI) and the human life force index (HLFI). The human resources development index consists of four paradigms: *Productivity* – growth; *rationality* – the ability of implementing the resource-using skills; *stability* – securing the approach of present and future generations to the achievements of civilization; and *expanding the opportunities* – development that is achieved not only for humans' benefit, but also to make them struggle. The following are the indicators of human resources development index: *life expectancy and the actual gross national product per capita.* Taken together, these indicators comprise *three main features: healthy life, knowledge and level of dignified life.*³² Based on the features of the global economy and the new approach on human factor it contains, we feel that the four HRDI paradigms need to be supplemented by a fifth paradigm – *the declaration about working conditions in which human integrity is not compromised.*

Indicators of human life force (HLFI) are categories of the sociology of vitality that has developed a system of indicators of life force development in man as a biology and psychosocial being expressing his capabilities of manufacturing and improving his life in specific socio-historical and socio-cultural conditions that corresponds to the needs of progressive development of society. In accordance with the tradition of implementing the HLFI and the evolution of man's life force, indicators of its level of development have been

³⁰ Марковић, Ж.Д.: *Глобална економика и људски фактор*, Соц. ИС., Москва, 11/13/2007, р. 31-79.

³¹ Фукујама, Ф.: *Крај историје и последњи човек*, Подгорица, ЦИД, 1997, р. 198.

³² Милачић, В.: *Индурја знања, нова парадигма одрживог развоја*, Нови Сад, Технички факултет, 2006, р. 220.

formulated. *First*, it is the mean value of development of physical, mental and social abilities of man. *Second*, the existence of basic set of indicators of physical, mental and social health that are best in expressing the existence and development of man's basic forces, created in all basic areas of social life – economics, politics, social, spiritual and cultural development. The integration of these factors enables the optimization of development efforts in assessing human's life force in general, particularly in spheres of social life.³³

Considerations regarding human resources development index and human life force index emerge in context of the need for increasingly productive and profitable human activity when it is smart it raises the *demand that people – the bearers of knowledge and skills (intellectual capital) in organizing the work environment and workflow – are treated as intelligent and free beings of protected integrity in all of its inter-modal and inter-related components.*³⁴ These considerations were preceded and followed by the activity of the International Labour Organization (ILO).³⁵ In this respect, on its conference in Philadelphia (1944) the ILO took the responsibility of preparing a program that would ensure the realization of working conditions in which employees feel satisfied with their work by exercising their abilities to the full extent and thus, contribute to general prosperity. Based on these and similar views and in an attempt to establish a balance between the human work content and human dignity using the ILO documents, the content of a decent (dignified) work was determined.

Decent work and human dignity

Decent work is defined as a highly effective work in good production, social and safe environment with filled capacities that makes each employee satisfied by allowing him exercise his abilities and skills to the full extent. It is a well-paid work in which the rights and dignity of workers are protected, based on which they are actively engaged in the organization's activities.³⁶ Exercising this multi-aspect decent work in conditions of the contradicting global system is discussed a number of times from different points of view, but the most comprehensive is the *Report of the Director General of the International Labour Office* (1999).³⁷ As declared by the report, *decent work is a global demand and political directive that depends on our ability to find a*

³³ Милачић, В.: цитирано дело, р. 244.

³⁴ Григорев, С. И.: *Индикаторы жизненны сил человека*, Москва, Словарь виталиской социологии, цит. изд., 2006, р. 95-96

³⁵ Ибид.

³⁶ Жуков, В.И.: *Људски ресурси – индекс социјалног развитка становништва*, Београд, ЦУРО, 1996, р. 9-11.

³⁷ *Report of the Director – General*, International Labor Conference, 1987, Geneva, 1999.

solution to this problem, i.e. achieving decent work. As stated by the Report, decent work is rather a landmark than an achieved goal, pointing to the possibility of its transformation into a global goal. Moreover, four strategic tasks were highlighted as the prerequisites for achieving the conversion of decent work into a global goal. These tasks are the following: increasing the employment opportunities; establishing a system of employment and developing and strengthening the system of social development dialogue and the right to equality.

Discussions on "decent" work often suggest that it is rather an orientation for achieving that goal ("decent work") than accomplished objective. However, both from methodological and practical (directing) reasons, it is necessary to present (in a more or less systematic way) the basic contents (elements) the implementation of which should be pursued. *In a specific way, this contributes to the definition of decent work, facilitating its achievement index.* According to this approach, "decent" ("dignified") work can be defined as follows: it is a highly qualified work; it reaches its full capacity in good production and social conditions; it allows for the expression of the participants' knowledge and skills; it is organised in safe working conditions; it protects human rights and dignity; it is paid adequately by hiring workers for doing organizational jobs and satisfied participants of the work activity. *Human activity in conditions of "decent work" is a sufficiently large "space" for the people to express themselves as creative, free and valuable beings contributing not only to higher productivity, but also to the self-realization of man as a generic entity.* Contributing to economic growth through higher productivity, "decent work" is a significant element of harmonization of economic growth and social progress.

Economic activities are unfolding within the global economy, in a global system with a unified market, but with differences between countries in terms of the level of their economic development and organizational patterns. In this sense, we need to note the problems in the EU countries where the necessary structural reforms have not been realized, which affect the achievement of the "decent work" concept as a global process. The achievement, more precisely poor or difficult achievement of this concept is significantly influenced by two global problems of modern society: *employment* (unemployment) and *poverty*. These two problems are interdependent and interrelated, and the need for solving them globally (in global terms) is recognized as a prerequisite of "decent work". In this respect, we should understand the views of the *United Nations General Assembly* (2000) on social development and support, the ILO's "decent work" program and the stances declared on its 1970 session on the *willingness to support the provision of equitable globalization, achieve the goals of the full and productive employment and decent work, and ensure the fundamental*

*principles and rights in labour. Since the real accomplishment of "decent work" has become a global issue, it is possible to formulate a theory of new perception of society management by combining the statements on human resources development index, human life force index and content of "decent work" that is characterized by increasing dynamics and complexity of social relations, the solution of which requires "imagination" for reorganization which includes changing the concept, a shift from the society of manufacturers the society of creators.*³⁸ This kind of imagination should be directed towards overcoming confrontational relations in the sphere of work by creating forms of social partnership and joint responsibility of employers in order to achieve economic growth and social progress expressed in human development of society.

Conclusion

The problems of achieving the conditions of "decent work" are considered at the global level, i.e. at the level of narrow fields of social organization and institutional forms of work organisation (companies, corporations, etc.). In this respect it is necessary to critically reconsider the institutional forms of human labour activity, especially in economic sciences,³⁹ in finding new forms of organization that correspond with the changes in the content and character of the work and thus, promote knowledge (and skills) as the most important resource, as intellectual capital and intellectual property.⁴⁰ *The new institutional forms of organizing work activities are required to ensure that these activities comply with the possibilities offered by intellectual capital in terms of achieving "decent work" and corresponding high work productivity and main competitive advantage in market conditions.* In this regard, highlighting the need for the participation of employees in managing the affairs of institutional forms of work organization seems to be of particular importance. Based on this approach, in forms of organization of work activity, the economic determinism gives way to the socio-cultural determinism.⁴¹

In some countries, "decent work" is realized through particularities that require serious considerations by respecting the relations in globalizing society that may affect the achievement of "decent work". In this regard, it is necessary to account with the *transfer of economic power from West to East, as well as the increasing role of the state in creating policies (economic policy in particular) and market regulation.* Moreover, it is increasingly difficult to find

³⁸Мајор, Ф.: *Сутра је увек касно*

³⁹ Марковић, Ж.Д.: *Прилог социолошком промишљању глобалне економије*, Ниш, "Економске теме", 1-2/2008.

⁴⁰Павкин, Е.П.: *Информација как научна категорија*, Москва, СоцМе, 11/2006.

⁴¹ Елгнеев, Б.Я. : *Социјална економија труди*, Санкт Петербург, 2007.

solutions to global problems with regional integrations that have become important in communication and collaboration. A strong and unbalanced development is inevitable; crisis situations can be avoided by improved business rules as well as taking risks to maintain stability of international community and responsibility by the rich and business people for social situations through respecting basic living needs of common (increasingly poorer) people. Regardless of the difficulties in the accomplishment of "decent work", it should not be left for 'better times', waiting for favourable conditions. As a strategic objective, it can be achieved in phases, accepting its importance as a strategic objective of human development of society.

The formulation and promotion of the objectives of *decent work* should be based on the statements set forth in the *Rio +20 Declarations on sustainable development*. These statements highlight the interconnection and interdependence of *decent work, poverty eradication, full productive employment* and social protection for all people at all levels. *In this Declaration, eradication of poverty was highlighted as the greatest global challenge nowadays*; therefore, there is an urgent need for releasing mankind from poverty and hunger. This objective requires a sustainable development with respect of the following three dimensions: economic, social and environmental. *Sustainable development should be focused on people having the right for development and adequate living standard. Highlighting and advocating sustainable development supplements the need of international community for its realization through internationally agreed development goals, and respect for already agreed and established objectives, which ensure the comprehensive achievement of sustainable development in order to ensure justice and fairness in society as global objective.*⁴² In short, decent work should be considered and organized in each stage of its implementation in the context of *sustainable development* as a unity of economic, social and environmental dimension in mutual interdependence and interconnection from the standpoint of fairness and social justice. Decent work is the most important component of the respect of human dignity, and dignity is a prerequisite of social justice.

Sustainable development is a global goal of realization of this concept. Declaration emphasizes the importance of international cooperation based on economic stability, sustained economic growth and promotion of social justice, respecting all human rights, particularly the right to development and social security. The importance of education for sustainable development is also

⁴² See the following works of the author: *Социально-экологический аспект устойчивого развития*, збор. трудов "Наука, образование в интересах развития", Москва, 2006, стр. 33-38 и *Экологические проблемы и общества* *спроводливот*, збор. трудов "Формирование компетентности специалистов в системе непрерывного образования", Воронеж, 2009, р. 35-105.

highlighted in this context, and it should be focused on the right to develop and provide complete and productive employment opportunity for everybody. *Commitment to the promotion and achievement of sustainable development as a global objective leads to reconsideration of the current education content, including the content of management education.* Namely, management should not be focused only on high profitability, but also on the achievement of corporate social objectives that contribute work motivation based on moral principles and sense of justice.

The achievement of sustainable development needs to address current and future challenges. Therefore, its institutional frameworks should integrate three dimensions (economic, environmental and social) in a balanced, transparent and efficient manner, finding common solutions as answers to global challenges. Sustainable development requires peace, security and respect for all human rights, particularly the right to development and decent work. The role of all the levels of authorities is essential to the achievement of sustainable development and decent work. Democracy, good governance and the rule of law (at both national and international levels) are crucial for sustainable development. The *Rio +20 Declaration* points to the importance of participation of citizens in the promotion of sustainable development, particularly of workers and unions. As representatives of workers, *"unions are important partners in facilitating the achievement of sustainable development, especially in the social dimension,"* says the *Declaration*, and we add *especially from the point of decent work*. Thus, in context of balanced relations between the economic, social and environmental dimensions of social life, decent work is an important paradigm of achieving equity and social justice as the supreme values of human labour which cultivates both society and man.

THE EFFECT OF MORPHOLOGICAL CHARACTERISTICS ON PRESCHOOL CHILDREN COORDINATION

Danica Dzinović-Kojić, Vladan Pelemiš, Nebojša Mitrović⁴³

Abstract: *The reasearch involved a sample of 94 subjects of preschool age of six and seven, divided into two subgroups: 50 boys and 44 girls, who attended pre- school institution "11 April" in New Belgrade. The study applied twelve anthropometric measures to assess the morphological characteristics as the system of predictor variables and one motoric test to assess coordination of the whole body as the criterion variable. The main goal of this research is to determine the effect of morphological characteristics on the coordination of pre-school children. The research has found a statistically significant effect of the predictor system on the criterion variable for female subjects ($R = 65$; $R^2 = 0.42$; $p = 0.05$), while it can not be concluded for male subjects ($R = 61$; $R^2 = 0.38$; $p = 0.08$). Based on the standardized regression coefficients Beta it can be concluded that none of the predictor variables has statistically significant effect on the criterion variable ($p_{beta} > 0.05$) in both groups.*

Key words: *pre-school children, linear regression analysis, sexual dimorphism*

Introduction

The entire activity of children, their mental and emotional behavior, has as a basis the motor behavior, because it all starts with movement. Motor behavior of children, in addition to the physical component, includes intellectual and emotional component, which is most pronounced in children at the earliest age. It has been proven that children in motor behavior participate with their whole being, and that the pre-school age is the most important in the character formation. However, parents, as well as many professionals who work with children, forget that children can develop their abilities most until

⁴³ Mail vladankinesiology77@gmail.com

age of six, at the latest age of seven. Given that during the growth and development the relations of motor abilities and morphological characteristics change, they have to be monitored in different life ages.

In the basis of every accurately programmed kinesiological activity is a large number of physiological and metabolic processes. Body involved in this way reacts with changes in almost all physiological systems, primarily musculoskeletal, cardiovascular, respiratory, endocrine and immune system (Mišigoj–Duraković, 2006).

Morphological characteristics of children increase with growth and development. Boys and girls are different in height at the age of 3.5, 5 and 6.5, where boys are slightly higher. There are no statistically significant differences in the half-yearly increment of height between boys and girls. In terms of body weight differences between boys and girls were found in preschool children, where boys have a slightly higher body mass (Božić-Krstić, Rakić i Pavlica, 2003).

Measurement of motor abilities regularly includes maximum involvement of subjects. At this age, it is practically impossible to achieve, because children are not aware of the need to achieve maximum energy engagement, which is the basis for precise determination of the state in certain motor skills. Motor abilities are manifested in such a way that one ability compensate for another, and children in a variety of situations and tasks manifest their complex motor skill (Nićin, 2000). No matter motorics during preschool age is not yet fully defined, this is a very important period in the development, especially basic (general) motorics.

Difficulties in proper determining the motor status of a child in the observed period, are those that when you run the motor tests there are isolated individual motor skills as in adults, so it is very difficult to determine which motor abilities assessment they serve for (Matić, 2008).

Popović and Radenović (2010) examined the relations of morphological characteristics and coordination among the girls involved in the program of development gymnastics aimed at enhancement of biological development and health status of children. The sample consisted of 138 girls aged 9-11 in the major cities of Vojvodina. There was applied the battery of 8 anthropometric measures and one motor test - 'polygon backwards', which is used to estimate body coordination. By linear regression analysis, based on the coefficient of determination, it was obtained that the morphological space assessed with eight treated anthropometric measures explained with about 20% the criterion variable for the assessment of the coordination of the body, which is statistically significant at the significance level of $P = 0.00$. Partially analysing, the variables 'arm circumference' and 'skin fold on the abdomen' contributed mostly to that connection. By analyzing the relations of the morphological factors after applied factor analysis with Hotteling method of

main components and body coordination, there was concluded statistically significant correlation at the level of significance $P = 0.00$ and at the level of the whole predictor variables system, as well as partially analysing individual factors. The results indicate that the morphological characteristics of the girls involved in the program of development gymnastic significantly related to the body coordination.

In the research of Matić (2006) the regression analysis confirmed the significant effect of biological development, that is morphological characteristics on the performance of motor tests in subjects aged 7-8, from elementary schools in Novi Sad. This effect showed different in boys and girls. In boys, the effect of the overall system of anthropometric variables showed up for the motor tests which assessed the coordination and strength (explosive and general), while in girls it was in the motor tests which assessed the frequency of motion and strength (explosive and repetitive).

Problem, scope and purpose of research

2.1 Problem of Research

The research problem was related to the effect of morphological features on the coordination of boys and girls of pre-school age in Belgrade.

2.2 Scope of Research

Scope of research were morphological characteristics: a longitudinal dimensionality of the skeleton, transversal dimensionality of the skeleton, the volume and mass of the body and subcutaneous adipose tissue, and a hypothetical motor factor for assessing body coordination.

2.3 Purpose of Research

To determine the relation of the morphological characteristics as the system of predictor variables and motor variables as criterion variables in boys and girls.

3. Research hypothesis

For the purpose of this paper one general hypotheses of research character was set: H1 – there are statistically significant relations of morphological characteristics and body coordination among preschool children of both genders.

4. Method

The empirical and statistical method was used for the purpose of this research. The non-experimental research draft ex post facto was used. The research was of transversal character, which means that there was only one measurement conducted on a sample of preschool children age six and

seven in Belgrade. The examined children, that is, their parents, were handed questionnaires, with respect to ethical principles, and they with their signature approved testing of their children (Declaration of Helsinki for biomedical research).

4.1 Sample of Subjects

The sample was taken from the population of pre-school children in Belgrade. The measurement of morphological characteristics and motor skills was carried out on a sample of 94 subjects, divided into two subgroups as follows: 50 boys and 44 girls aged six and seven from Belgrade. All subjects at the time of measurement and assessment of morphological characteristics of motor skills attended preschool institution "11 April" in New Belgrade.

4.2 Sample of Measuring Instruments

The sample of measuring instruments for the purpose of this paper was the anthropometric variables as the system of predictors in operation: a longitudinal dimensionality of the skeleton, assessed by anthropometric measures which were: Body height, Body weight and Arm length; transverse dimensionality of the skeleton, assessed with measures: Shoulder width, Pelvis width and Wrist diameter; volume and body mass with measures: Body weight, Middle stretched upper arm circumference and Middle stretched forearm circumference; subcutaneous adipose tissue assessed by anthropometric measures: Abdominal skinfold, Back skinfold and Upper arm skinfold.

The hypothetical motor factor for the structuring of movement made the criterion variable, manifested through the motor test backward polygon taken from the standardized battery of tests for pre-school children based on the model of Bale, Stojanovic and Stojanovic (2007).

4.3 Data Processing Method

Statistical data processing was carried out in several stages:

- 1) For all variables were determined the basic descriptive statistics: arithmetic mean (AM), standard deviation (S), minimum (MIN) and maximum measurement results (MAX), skewness-symmetrical distribution measure (SKEW) and kurtosis - the measure of homogeneity of distribution (KURT).
- 2) The normality of distribution for all variables was tested using the Kolmogorov - Smirnov test.
- 3) Linear regression analysis determined the effect of the predictors system (anthropometric variables) on the criterion (motor variable) for both genders of the subjects.

RESULTS

Table 1. Descriptive statistics for subjects of different genders

Variable		Group	AM	S	MIN	MAX	Sk	Kurt
Body height (mm)		Boys	1236,6 4	38,43	1140	1298	- 0,45	- 0,40
		Girls	1204,6 8	49,42	1111	1309	0,06	- 0,50
Arms span (mm)		Boys	1227,6 8	37,35	1111	1288	- 0,81	0,73
		Girls	1204,1 6	48,28	1113	1300	- 0,04	- 0,57
Arm length (mm)		Boys	501,24	36,1	415	564	0,06	- 0,72
		Girls	480,27	32,83	400	552	- 0,54	0,53
Shoulder width (mm)		Boys	362,02	22,37	319	214	0,16	- 0,43
		Girls	361,73	23,23	284	421	- 0,78	2,48
Pelvic width (mm)		Boys	212,30	9,47	195	325	0,36	- 0,49
		Girls	217,82	12,45	195	239	- 0,12	- 0,90
Wrist diameter (mm)		Boys	34,12	2,80	28	41	0,01	- 0,26
		Girls	31,82	2,53	26	36	- 0,24	- 0,60
Body weight (0,1 kg)		Boys	246,40	26,62	201	329	0,79	1,34
		Girls	248,98	35,34	198	324	0,51	- 0,92
Middle stretched upper arm circumference(mm)		Boys	195,40	21,87	159	252	0,85	0,29

			Girls	205,11	25,58	158	256	0,30	-0,60
Middle stretched forearm circumference(mm)			Boys	184,42	13,91	161	218	0,79	0,43
			Girls	181,59	12,04	162	217	0,83	1,51
Abdominal skinfold (0,1 mm)			Boys	78,00	38,87	28	210	1,25	1,63
			Girls	83,93	36,96	32	230	1,53	4,50
Back skinfold (0,1 mm)			Boys	61,20	20,16	38	140	1,51	3,30
			Girls	66,77	18,66	34	106	0,12	-0,82
Backward polygon (0,1 s)			Boys	179,94	49,38	103	318	0,85	0,61
			Girls	210,02	75,54	115	522	1,79	5,53

Legend: AS – arithmetic mean; S – standard deviation; MIN – minimum measurement result; MAX – maximum measurement result; Sk – skewness (inclination of results distribution); Kurt – kurtosis (extension of results distribution)

Table 1 presents the descriptive statistics of the tested variables for boys and girls of preschool age. Based on the presented results it can be concluded that the boys expressed homogeneity in variables: Body weight, Abdominal skinfold, Back skinfold and Upper arm skinfold, that is, it can be concluded that their body weight and nutritional status are at a similar level of development. The girls expressed their homogeneity in variables: Shoulder width, Middle forearm circumference, Abdominal skinfold, Back skinfold and Upper arm skinfold. For this group of subjects it can be concluded that besides similar nutritional status they also stand out with consistent level of body volume in terms of Middle forearm circumference and transversality of the skeleton, Shoulder width. Interestingly, the level of development of the middle upper arm circumference was not consistent.

High heterogeneity of the groups in the remaining anthropometric variables can be explained by an uneven level of development of anthropological characteristics of preschool children, especially around the age of six and seven, which was followed by a large variability of the results. Not all individuals develop simultaneously in certain age. There are certain rules of growth of children which are very important to know when working with children, and they are that the intensity of the growth of individual

organs is not always the same, the growth trend is not linear and the organs during growth not only increase their mass but change their structure as well. The intensive processes of growth of the longitudinal dimensionality of the skeleton are largest in the intrauterine period of life, and then gradually decline. Children growth in height and body weight increase as the most striking indicators of physical growth, do not go along. Growth in height takes place mostly at the expense of the growth of bone tissue (legs and spine) which is different for each individual, while the increase in width and increase in body weight is due partly to bone tissue growth, environmental impacts, social conditions of life, partly to growth of nervous, respiratory, muscular system as well as the processes of regular systematic kinesiology action.

Extremely positive asymmetric distribution of the results in the variable Polygon backwards in girls, indicates that the majority of the results is in the area of lower values. Lower arm muscle strength, uniform level of strength of arms and shoulders muscles in this period of development in the boys, and expressed and uniform level of coordination in the girls in this sample of preschool children contribute to this fact.

Table 2. Kolmogorov–smirnov test for the subjects of different genders

Variable				Group	K-S	p	MEA
				Boys	0,96	0,31	0,136
Body height (mm)				Girls	0,47	0,98	0,071
				Boys	0,76	0,60	0,108
Arms span (mm)				Girls	0,59	0,88	0,089
				Boys	0,66	0,78	0,093
Arm length (mm)				Girls	0,78	0,57	0,118
				Boys	0,59	0,88	0,083
Shoulder width (mm)				Girls	0,68	0,75	0,102
				Boys	0,67	0,76	0,095
Pelvic width (mm)				Girls	0,59	0,87	0,090
				Boys	0,87	0,44	0,123
Wrist diameter (mm)				Girls	0,89	0,40	0,135
				Boys	0,69	0,73	0,098
Body weight (0,1 kg)				Girls	0,82	0,52	0,123

					Boys	1,03	0,24	0,146
Middle stretched upper arm circumference (mm)					Girls	0,42	0,99	0,064
					Boys	0,74	0,65	0,104
Middle stretched forearm circumference (mm)					Girls	0,66	0,78	0,099
					Boys	0,99	0,28	0,140
Abdominal skinfold (0,1 mm)					Girls	0,74	0,66	0,111
					Boys	1,16	0,13	0,164
Back skinfold (0,1 mm)					Girls	0,70	0,72	0,105
					Boys	1,30	0,07	0,183
Upper arm skinfold (0,1 mm)					Girls	0,83	0,50	0,125
					Boys	0,96	0,32	0,136
Polygon backwards (0,1 s)					Girls	0,79	0,57	0,118

Legend: K-S – Kilmogorov – Smirnov Z coefficient; p – level of statistical significance of Kolmogorov – Smirnov Z coefficient; MEA – Maximum extreme differen between obtained and expected distribution.

Reviewing the results of normality of distribution for the applied variables for this research (Table 2) it can be concluded that there were no statistically significant deviations of the obtained distributions of the results from the normal (theoretical) distribution of boys and girls ($p > 0.01$). With detailed observation of maximum extreme differences can be seen that none of the distributions deviates from the normal by more than 0.18 z-scores, which were recorded in the variable *Upper arm skinfold* in boys. Since the distributions do not deviate from the normal,

Table 3. Regression analysis results of the Polygon backwards.

Variable	Boys				Girls			
	r	p	Beta	pbeta	r	p	Beta	pbeta
Body height	-0,14	0,17	-0,86	0,18	-0,17	0,14	-0,33	0,51
Arms span	-0,09	0,28	0,23	0,75	-0,14	0,19	0,25	0,72
Arm length	0,34	0,01	0,54	0,22	-0,01	0,49	0,01	0,99
Shoulder width	-0,28	0,03	0,40	0,45	-0,14	0,18	-0,04	0,93

Pelvic width	-0,13	0,19	0,09	0,58	-0,22	0,07	-0,15	0,31
Wrist diameter	-0,26	0,03	-0,07	0,69	0,14	0,19	0,17	0,25
Body weight	-0,22	0,07	-0,40	0,80	-0,28	0,03	0,21	0,32
Middle stret. upper arm circ.	-0,03	0,43	-0,27	0,41	0,41	0,00	0,42	0,13
Middle stret. forearm circ.	0,08	0,29	0,59	0,07	-0,01	0,47	-0,17	0,47
Abdominal skinfold	-0,02	0,45	-0,32	0,47	0,10	0,27	0,05	0,88
Back skinfold	0,12	0,20	0,45	0,18	0,26	0,04	0,10	0,59
Upper arm skinfold	-0,18	0,11	-0,42	0,11	-0,15	0,16	0,21	0,38
R	0,61			0,65				
R²	0,38			0,42				
P	0,08			0,05				

Legend: r - Pearson correlation coefficient; p - level of statistical significance for r; Beta – regression coefficient ; pbeta - level of significance of regression coefficient; R – coefficient of multiple correlation; R² – coefficient of determination; P - significance of coefficient of multiple correlation.

Looking at the results from Table 3 it can be concluded that the system of predictor variables in the girls in the given sample had a significant effect on the criterion variable of Polygon backward (P = 0.05), while it cannot be concluded for the boys, where the predictor system of anthropometric variables was not statistically significant compared to the same criterion (P = 0.08). The coefficient of multiple correlation among the girls was r = 0.65, and the boys r = 0.61. The percentage of common variability between the predictor variables system and the tested criterion was slightly higher in the girls, 42%, than in the boys, 38%. The remaining percentage can be attributed to some other characteristics and capabilities of the anthropological status of the subjects that were not part of this predictor system (motivation, conative characteristics, cognitive abilities, length and the kinesiological treatment itself), because they can have a high effect on the results of this test, especially at the age of preschool children (Bala, Jaksic, Popovic, 2009). Based on the standardized regression coefficient Beta, it can be concluded that none of the predictor variables from the specified set has statistically significant effect on the criterion variable Polygon backwards (pbeta > 0.05) in both groups.

The values of the Pearson correlation coefficient in girls indicated a mathematically negative ($r = -0.28$), and logically positive correlation (inverse metric) of the predictor variable for the assessment of the body volume and weight - Body weight. This correlation was statistically significant ($p = 0.03$), which implies that, as the girls were heavier, their results were better in the criterion variable for the assessment of the total body coordination. The variable for the assessment of subcutaneous adipose tissue at the back, Back skinfold had mathematically positive ($r = 0.26$), but logically negative statistically significant correlation with the criterion variable Polygon backwards, so it can be concluded that the more the girls had subcutaneous fat, the worse their results were. Such linearity of the results indicates that the percentage of body fat in the body diminishes the ability of girls to achieve better results in the test for the assessment of coordination, which is under the control of the system for reorganization of the of movement stereotypes. In the boy was also noticed some correlation of predictor variables with the criterion, but given that the predictor system was not statistically significantly correlated with the criterion, it may be assumed that it happened by accident, and further interpretation would be just guessing.

6. Discussion

Based on the results of the relations of the morphological characteristics and motor skills, it can be generally concluded that voluminosity, which comes more from adipose tissue, acts as a disturbing factor in the functioning of the mechanism for structuring of movements in children (Polygon backwards) except for the girls where the positive action on the same mechanism was observed.

Generally it can be concluded that the relation between the morphological structure and coordination more pronounced in girls. This result of the research is explained with trend, the level of growth and development of the morphological and motor structure (analyzed on the basis of anthropometric and motor variable), the development of the central nervous system, and Kinesiology activity, which was more pronounced in girls than in boys.

The presented analysis of relations of the morphological characteristics and motor abilities in surveyed sample of pre-school children of both genders showed that there is a statistically significant relation between these dimensions. These results are consistent with the hypothesis H1, that is: there are statistically significant relations of morphological characteristics and body coordination among preschool children of both genders. This hypothesis can be fully accepted.

Within the growth and development and mutual relations of morphological and motor dimensions can be defined specific laws that depend on endogenous and exogenous factors, especially gender, age, and especially physical (movement) activities of children. Attempts to define certain principles, or at least tendencies, are based on the fact that the individual differences among children are generators of different body constitutions, as well as types of motor skills. Knowledge of principles, which are most manifested in the form of relations between the anthropological dimensions, is necessary because the efficiency of any motor programs, with appropriate motor skills, can be manifested only through the effectors, which are represented by the muscles, bones and joints. Thus, expression of the motor abilities directly depends, beside on the condition of the central nervous system, on the morphological dimensions, that is, morphological characteristics.

7 Conclusion

The set research problem is as important as actual, because in theory and practice, there is a growing need for objective indicators of motion abilities and the body status of preschool children. Increasing number of hours of physical education in preschool institutions and elementary schools could surely affect their physical development, encourage the development of cognitive skills and maintain their health status to a higher level.

This paper could make a contribution to the anthropological disciplines, and it would be reflected in analysis of the situation of certain anthropological dimensions of boys and girls from Belgrade, which are not included in the kinesiology program activities. There is a possibility to make an early selection for specific sports, as well as determining the structure of the morphological characteristics, motor skills and cognitive abilities of a specific population such as boys and girls of younger school age and their similarities, and differences in relation to the structure models of the mentioned anthropological subspaces obtained from previous research.

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QUANTITATIVE DIFFERENCES IN ANTHROPOMETRIC CHARACTERISTICS OF PRE-SCHOOL BOYS AND GIRLS

Dragan Martinović, Ph.D.⁴⁴
Teacher Training Faculty, University of Belgrade
Vladan Pelemiš, MSc. student
University of Novi Sad
Dragan Branković, MSc. Teacher Training Faculty,
University of Belgrade
Nebojša Mitrović, MSc. student
University of Novi Sad

Abstract: *The study was conducted on 94 subjects, including 50 boys and 44 girls who attended the preschool institution „11. April“ in Novi Beograd aged 6-7. Multivariate analysis of variance showed a statistically significant difference ($p=0.00$) in terms of anthropometric characteristics ($F=4.73$). In terms of individual anthropometric variables statistically significant differences were observed in the variables: Height ($p=0.00$), Range of arm ($p=0.01$), Arm length ($p=0.00$), Wrist diameter ($p=0.00$) in favor of boys, and the Width of the pelvis ($p=0.02$), Medium scope of stretched upper arm ($p=0.05$) in favor of girls.*

Key words: *growth and development, sexual dimorphism, differences.*

Introduction

Anthropometric (morphological) characteristics are important indicators when assessing the appropriate development of preschool children. The regularity of growth of body height follows much of the skeleton, muscles and parenchymal organs. Body height is a more stable value than the weight, because it normally increases correctly. Body length increases even when body weight is stagnant. The growth of the skeleton, particularly the long bones of the limbs, is the basis of the increase in body height. As a rule, the dimensions of limbs reaches its maximum, first distal and then proximal parts. The growth

⁴⁴ Mail vladankinesiology77@gmail.com

of limbs follows the growth of the body and the chest, and the shoulders reach their adult size. This pattern results in disproportion of the appearance of which disappears when the adolescent has finished growing (Đorđević-Nikić, 1995).

Growth and organic maturation show connection of mental and organic growth. This is one of the most general psychological laws that defines the relationship between psychic phenomena and their material organic base: all mental processes and mental life in general are functions of the organism.

The mass of the body consists of a series of components: the weight of the skeleton, muscles, internal organs and skin. The relative size of each expressed as a percentage changes with age. During the life the biggest changes are specific to muscular system and adipose tissue in particular (Džinović-Kojić, 2000). The greatest increase in body mass is achieved during the first year of life. At the end of this period, body weight triples in relation to the child's body weight at birth. After the first year, gain in weight is slower so that at the end of the second year the child quadruples weight. From the third year the increase in body weight ranges from 1.5 to 2.6 kilograms a year. Between the sixth and seventh year of life growth ranges from 2.2 to 2.5 kilograms. At the age of six, the child should be about six times heavier than at birth. The average weight of a seven year old boy should be from 21.6 to 27.9 kilograms, and a girl from 21.5 to 27.5 (Ivanić, 1996).

Anthropometric characteristics of adults and children increase with growth and development of organism. Boys and girls differ in height at the age of 3.5, 5 and 6.5, when boys are slightly higher. There are no statistically significant differences in terms of semi-annual increment of height between boys and girls. In terms of body weight differences between boys and girls are found in pre-school age, where boys have a slightly higher body mass (Božić-Krstić, Pavlica and Rakić, 2003). Practical anthropometric measurements provide insight into obtaining objective representation of the state of physical development of the test person, assist and serve as the starting point when planning kinesiology transformations when mutual comparison of some anthropometric measures particularly contributes. Also, they refer to the perception of progress, stagnation or decline of certain anthropometric characteristics (comparing the data of successive measurements carried out at appropriate intervals, can be realistically monitored: flow of the physical development of a child or adolescent, the impact of certain forms of kinesiology processes on morphological characteristics of individuals, or to see the morphological changes caused by formation or treatment of injuries, damage and diseases of particular segments of the body). Timely monitoring and measurement of anthropometric characteristics and the inevitable motor and functional abilities, as well as other segments of the anthropological status, which is one of the goals of kinesiology as a science, enable directing a child

to sports disciplines, and a crucial role in this process belong not only to individual anthropometric characteristics, but their mutual relationships.

Transversal dimensionality as one of indicators of growth of the organism of a human, is a result of the complex process of ontogenetic development and the effects of biotic and environmental factors in a particular environment. Previous studies in our country (referring to the former Yugoslavia) showed the average values of these characteristics, as well as the factors affecting their expression (Božić and Gavrilović, 1973).

Based on the research (Momirović 1969, Kurelić et al. 1975) which dealt with the problems of determination of the structure of the morphological characteristics, it was found that the morphological space is most often presented with three morphological dimensions: longitudinal dimensionality of the skeleton, volume and body mass, and subcutaneous fat. The factor of transversal skeleton dimensionality as well as some other dimensions did not appeared in many studies, which depended on the number and nature of the anthropometric variables.

Božić-Krstić, Rakić and Pavlica (2003) performed anthropometric measurements in 1999, 2000, 2001 and 2002 following the instructions of IBP in two elementary schools and five pre-school institutions that are located in the same part of Novi Sad. They surveyed 1297 boys and 1215 girls aged 3 to 11. They analyzed data of only those children who were born in Novi Sad and whose parents were not immigrants, by sex and age. The values obtained in these surveys were compared to the adequate data of children measured by the same methodology, in the same city area, in 1971, 1981 and 1991. They found that the surveyed characteristics of Novi Sadpupils increased from 1971 to 1991. The average increase, ie. acceleration for total sample was highest between 1971 and 1981 for height (1.84 cm) and weight (1.46 kg) of boys, and (1.84 kg) of girls, and between 1981 and 1991 for height of girls (1.22 cm). Body height and weight of today's boys compared to 1991 are less and it is even noticeable a decrease (-0.64 cm; -0.88 kg), whereas no major changes for girls (0.05 cm; 0.27 kg). Body height and weight of preschool boys and girls have slightly changed for these thirty years. Growth and development of children show that there has been a deterioration in living conditions whose effect is especially pronounced in younger boys of school age and preschool children. The lack of acceleration in the last ten years and the emergence of more spikes in the growth of today's children points to the adverse influence of external factors on growth, and it should be determined whether they will reflect the maturity (Božić-Krstić, Rakić i Pavlica, 2003).

Bala (2004) in a sample of 184 boys and 131 girls, aged 4-6, applied the battery of three anthropometric measures and seven motor tests. Using canonical discriminant analysis, in the whole sample as well as in subsamples of each age, he obtained results that indicate the existence of quantitative

differences between boys and girls in motor behavior, but not in the anthropometric characteristics.

Sabo (2006) in a sample of 226 children, i.e. a subsample of boys with the total number of 116, and a subsample of girls with the total number of 110, who underwent a treatment (life and educational work) in the kindergarten, from the nursery age (age 1.5) to the primary school enrollment (age 6.5), performed anthropometric measurements. He reviewed the anthropometric characteristics of boys and girls, and then the differences between them. He applied a multivariate (MANOVA), univariate (ANOVA) and discriminant analysis. The results showed that in the system of anthropometric variables there were statistically significant differences between the group of boys and girls. In the majority of individual variables there was no significant difference. Significant differences in the system of the anthropometric variables, as well as the numerical differences in all other variables, showed the need for further monitoring of anthropometric characteristics and differences between boys and girls in order to adequately and timely react in choosing and planning activities of kinesiology, depending on the gender.

In a sample of 1242 boys and 1082 girls who were in kindergartens and schools in Novi Sad, Sombor, Sremska Mitrovica, Bačka Palanka and Zrenjanin (Popović, 2008) he measured eight anthropometric measures in order to analyze the development trend of the anthropometric characteristics of children of pre-school and early school age. Using univariate analysis of variance it was found that in all anthropometric variables in boys and girls there were statistically significant differences between groups of different age defined at intervals of six months. The differences of mean values were analysed in each variable in relation to adjacent age groups of examinees individually within genders. The results generally indicate a linear trend of increasing body height, body mass, as well as variables for the assessment of body voluminosity with age of the examinees. In the case of the anthropometric variables, used for assessment of subcutaneous adipose tissue, there was also observed an increasing trend with age of examinees, but in totally discontinuous form.

In the sample of 333 boys and 326 girls from kindergartens in Novi Sad, of the oldest age group (6-7), Sabo (2002) carried out anthropometric measurements to determine the differences between boys and girls in anthropometric characteristics. By analyzing the differences in the overall area of anthropometry, he concluded that there was a statistically significant difference between examinees of different gender. The results of univariate analysis of variance indicate that boys have statistically significantly higher values in the variables for assessment of the skeleton dimensionality (body height, arm length, leg length, shoulder width and pelvic width) as well as the volume of the body (chest circumference). Girls had significantly higher

values of the measures for assessing subcutaneous adipose tissue (thickness of skin fold on the upper arm, back and stomach). No statistically significant differences in weight and volume of the forearm.

Large utility importance for the planning of kinesiological processes and models by which kinesiology transformations could be done in children is in information about characteristics of child organism development, (Martinović, 2003) that could be quantified by anthropometric measurements.

Measurement of motor abilities and anthropometric characteristics is performed periodically, at certain stages of physical development, and in pre-school institutions at least twice a year, at the beginning and end of school year (Višnjić and Martinović, 2005).

The aim of this study was to determine the existence of statistically significant differences in anthropometric characteristics of children of pre-school age 6-7 of different gender.

Method

Measurement of anthropometric characteristics was performed on a sample of 94 subjects, 50 boys and 44 girls aged 6-7 from Belgrade. All the subjects attended at the time of measurement the preschool institution "11 April" in Novi Beograd.

Measurement of anthropometric characteristics was carried out during February and March 2012 and it included the following measurements:

I To assess longitudinal dimension of the skeleton were measured:

- 1) Body height,
- 2) Range of arms, and
- 3) Arm length.

II To assess transverse dimensionality of skeleton were measured:

- 1) Shoulder width,
- 2) Pelvic width, and
- 3) Wrist diameter.

III To assess the body volume and weight were measured:

- 1) Body weight,
- 2) Stretched upper arm circumference, and
- 3) Stretched forearm circumference.

IV To assess the subcutaneous adipose tissue were measured:

- 1) Abdominal skin folds,
- 2) Back skin folds, and
- 3) Upper arm skin folds.

The measuring instruments that were used are medical decimal scale, centimeter tape, anthropometer and caliper type Jon Bull. The measurement was carried out by following the standard procedure of IBP (International Biological Standards for each anthropometric measure).

Statistical analysis consisted of calculating basic descriptive statistics of anthropometric variables: arithmetic mean (AM), standard deviation (S), minimum (MIN) and maximum (MAX) value of the measurement results. By using multivariate (MANOVA) and univariate (ANOVA) analysis of variance were determined the differences in arithmetic means of anthropometric variables between boys and girls of pre-school age.

Results

In accordance with the applied research methodology in Table 1 are shown the basic descriptive statistics of anthropometric variables for boys and girls of pre-school age.

Table 1. The basic descriptive statistics of anthropometric variables.

Variable	Group	AM	S	MI N	MA X
Body height (mm)	Boys	1236,6 4	38,4 3	114 0	1298
	Girls	1204,6 8	49,4 2	111 1	1309
Range of arms (mm)	Boys	1227,6 8	37,3 5	111 1	1288
	Girls	1204,1 6	48,2 8	111 3	1300
Arm length (mm)	Boys	501,24	36,1 0	415	564
	Girls	480,27	32,8 3	400	552
Shoulder width (mm)	Boys	362,02	22,3 7	319	214
	Girls	361,73	23,2 3	284	421
Pelvic width (mm)	Boys	212,30	9,47	195	325
	Girls	217,82	12,4 5	195	239
Wrist diameter (mm)	Boys	34,12	2,80	28	41
	Girls	31,82	2,53	26	36
Body weight (0,1 kg)	Boys	246,40	26,6 2	201	329
	Girls	248,98	35,3 4	198	324
Stret. upper arm circumfer.	Boys	195,40	21,8	159	252

(mm)			7		
	Girls	205,11	25,5 8	158	256
Stret. forearm circumfer.	Boys	184,42	13,9 1	161	218
(mm)	Girls	181,59	12,0 4	162	217
Abdominal skin folds (0,1	Boys	78,00	38,8 7	28	210
mm)	Girls	83,93	36,9 6	32	230
Back skin folds (0,1 mm)	Boys	61,20	20,1 6	38	140
	Girls	70,98	34,0 9	34	256
Upper arm skin folds (0,1	Boys	88,98	31,3 5	49	192
mm)	Girls	88,55	28,1 6	54	196

Legend: AM – arithmetic mean; S – standard deviation; MIN – minimum measurement result recorded; MAX – maximum measurement result recorded

Based on the average values and standard deviations can be concluded that boys were homogeneous in the variables: Body weight, Abdominal skin fold, Back skin fold and Upper arm skin fold, that is, it can be concluded that their body weight and their state of nourishment are at a similar level of development. The girls expressed their homogeneity in the variables of Shoulder width, Forearm circumference, Abdominal skin fold, Back skin fold and Upper arm skin fold. For this group of examinees it can be concluded that in addition to a similar state of nourishment they are emphasized by uniform level of body volume in terms of Forearm circumference and skeleton transversality, Shoulder width. It is interesting that the level of development of upper arm circumference was not uniform.

Very distinct heterogeneity of the groups can be explained by uneven levels of development of the anthropometric characteristics of pre-school children, especially around age of 6 and 7. Not all individuals develop simultaneously in certain age. Someone grows and matures earlier and someone later.

Table 2 shows the differences between examinees of different gender caused by sexual dimorphism in the univariate and multivariate level.

Table 2. The differences between examinees of different gender.

Gender	Variable	f	p	F	p	
Boys	Body height	12,41	0,00	4,73	0,00	
	Range of arms	7,07	0,01			
	Arm length	8,59	0,00			
	Shoulder width	0,01	0,94			
	Pelvic width	5,93	0,02			
	Wrist diameter	17,34	0,00			
	Girls	Body weight	0,16			0,69
		pper arm circumfer.	3,93			0,05
		Stret. forearm circumfer.	1,10			0,30
		Abdominal skin folds	0,57			0,45
Back skin folds		2,95	0,09			
	Upper arm skin folds	0,01	0,95			

Legend: f – univariate f test; p – level of statistical significance of f test; F – multivariate Wilks F test; p – statistical significance of multivariate F test

Based on the values of the Wilks multivariate F test can be concluded that there is a statistically significant difference ($p=0.00$) between examinees of different gender in terms of their anthropometric characteristics at the value of $F=4.73$. With the individual analysis of each anthropometric variables it can be concluded that those differences exist in the variables:

1. Body height ($p=0.00$), range of arms ($p=0.01$), Arm length ($p=0.00$), Wrist diameter ($p=0.00$) in favor of boys,
2. Pelvic width ($p=0.02$), Stretched upper arm circumference (0.05) in favor of girls.

Discussion

In the morphological development of boys and girls there were observed statistically significant differences in anthropometric variables. When they were viewed individually, it was observed that boys possessed greater longitudinality of skeleton, which was directly reflected in a greater range of arms, arm length and transverse dimensionality of body, wrist diameter. It seems that, in the period of older school age in the sample of examinees, the growth of long tubular bones in boys was stronger and faster than in girls. The intensity of growth and development of long tubular bones in boys resulted in a statistically significant difference in their favor. Larger diameter of wrist in favor of boys can be explained by the constant use and strengthening of the muscles of forearm and wrist muscles during natural

forms of movement that boys used in leisure activities. It is known that boys in this period of life have different interests than girls, that are more active and have a desire to look at things from a height, so they use different forms of activities (climb to various buildings, trees). During such activities, hand and forearm muscles are largely used, which could be directly reflected in the width of the wrist, because the constant activation of the muscles of that region affects the growth and development of the bone system (Eliakim, Yoram Beyth, 2003).

In the variables for assessment of body volume, Upper arm circumference and the transversality of skeleton, variable Pelvic width, there was shown a statistically significant difference in favor of girls. The difference in the variable to assess the transversality of skeleton can be explained by a different constitution of the pelvis in relation to males, due to the natural - biological possibilities for women in the later period of life - birth possibilities.

The appearance of a larger volume of the upper arm in girls can be characterized by the appearance of current elongated long tubular bones in boys and reduced volume of the muscles that is a direct result of bone growth. In such situations, the long tubular bones such as humerus (upper arm bone), femur (thigh bone) grow and develop more intensively than the muscles. Given that boys possessed larger sizes longitudinality of skeleton, hence the larger upper arm circumference in favor of girls.

As for the variables to assess the status nourishment of children, skin folds on the abdomen, upper arm and back, it can be concluded that both boys and girls are of similar nourishment status, except for individuals who had extremely high (in girls was observed the value of the abdominal skin folds 2.3 cm and 2.6 cm of the back skin folds) skin folds values on particular segments of the body and the extremely low values of skin folds (0.2 cm in boys on the stomach).

Uneven growth and development of the organism, and the intensity of certain processes in the body responsible for bone growth in width and length in boys and girls of pre-school age have caused a statistically significant difference between groups of examinees from Belgrade.

The results of this study confirm the research of Sabo (2006), as this author also noted with multivariate analysis of variance (MANOVA) the existence of statistically significant differences between boys and girls of pre-school age.

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THE DESCRIPTION OF THE CURRENT SITUATION OF THE FAMILIES WHO HAVE CHILDREN WITH DISABILITIES

Alina Popa, Ph.D.⁴⁵

University of Bucharest, Faculty of Psychology and Educational Sciences

Abstract: *The present study will examine the quality of life of families who have disabled children. Identifying ways for supporting the families who have disabled needs is important and relevant because later the professionals will be able to create and design proposals to improve support programs adapted to the needs of families.*

Keywords: *disability, quality of life, the needs of the families*

Introduction

This research is focusing on the quality of life of families who have disabled children in Romania.

To improve the quality of life of these families is necessary to improve certain services such as: multidisciplinary assessment of children with disabilities, rehabilitation of children, parental counseling, training staff and parents, collaboration with educators, teachers, schools and kindergardens, forming support groups, parents associations and creating support materials for both children and parents.

In most cases, parents are confronting with confusing situations caused by lack of coordination and co-responsibility between institutions and services such as social services, rehabilitation, health and others that affect children with disabilities.

Also, in Romania, the integration of persons with disabilities in the world of work is still very difficult. Therefore, I believe that our society should be more concerned by this problem because the integration of these people, from the earliest age to their incorporation in the social system to become reality. This is one of the most important aspects in improving the quality of life of these families. The education and training that disabled children and

young people receive today will directly influence their personal and social future perspectives. For being possible that young children with disabilities

⁴⁵ Mail alinapopa.26@gmail.com

could become independent and autonomous individuals and to be incorporated into the social system, it is necessary that each person can get what he needs in place and at the right time, considering all aid needed, both in terms of human resources and the materials and eliminating any barriers: social, physical, communication, transportation and others.

Identifying the ways of support that the families with disabled children need is important and relevant because later it will be possible to create and design proposals to improve the support programs adapted to the needs of families.

Material and Methods

In this research, I used both quantitative and qualitative research. The quantitative research will be useful for describing the current situation of families with disabled children, to analyze a large sample of subjects to identify resources available to support families. At the same time, the qualitative research will help me to identify the support measures in exploring proposals for improvement that families need and that will lead to improved quality of life. In this case I will use interviews and focus groups as investigative tools. This will be done both with families who have children with disabilities, and people with disabilities. The purpose of using this method in the second phase of the research is to deepen the identification of needs and outcomes, and clearly know the proposals for improvement.

These techniques will enable participants to speak openly about what they believe, so it is possible to obtain more complete and richer information to understand their motivations. Therefore, I believe that the use of qualitative methods with quantitative will be necessary to deepen the knowledge and experiences of parents and siblings relationships with people with disabilities, so that to allow analysis of their needs and to identify suggestions for improvement to enhance quality of life of these families.

Finally, the design of appropriate aid programs that have real needs these families can be achieved through panel discussions with the participation of specialists working within various organizations, and government representatives. The sample of this study consists of: families with disabled children and persons with disabilities. Given that this project is open to all families who have children with disabilities both in Bucharest and in other regions from Romania, in the first phase, the questionnaires will be sent to all these families. Subsequently it will be selected a representative number of these families, who will be required to form various discussion groups.

Regarding the questionnaire, this is formed by two parts:

1. Information regarding the families.
2. Families situation.

Literature review

According to Vräsmaş (2008), the family is an important factor in regulating the relationship between the child and society. Children develop physically, mentally, morally and spiritually at home.

For children with disabilities, the family is much more: a special and great guidance in making important decisions in their lives.

The birth of a child with disabilities always causes a situation full of concerns, questions and new needs which is characterized mainly by: psychological and emotionally powerful impact, adaptation and redefinition of family functioning, need for information, assistance and counseling in education, health, psychological and others. Every child has the right to belong to a community and its members to share different experiences of everyday life. Each child has a contribution to society, and children with disabilities should not be less valued than others and their achievements should be seen and supported equally with other children.

Knowing the family environment of children is very important, because the family represents the first context of development of any child.

Results and Discussion

Next, I'd like to present you some of the results of the research that I realized. Of the fifty respondents, forty-six are biological mothers of children with disabilities, and four of them are adoptive mothers. In the chart below, these relationships are represented as a percentage.

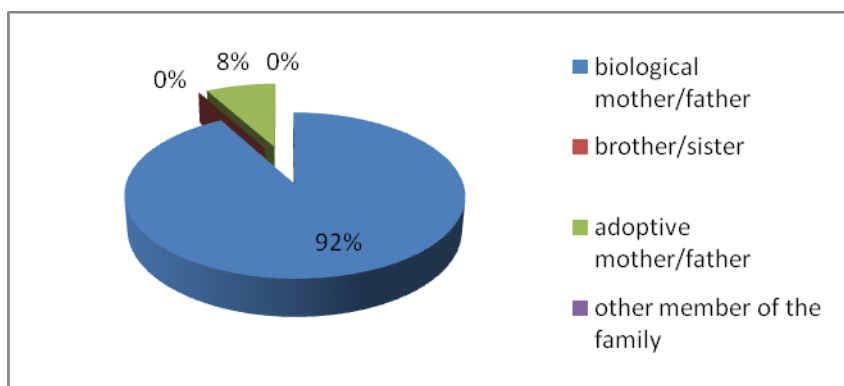


Fig. 1 Graphical representation of subjects according to the relationship of people with disabilities

Thirty-eight subjects are from urban areas, while the other twelve are from rural areas. In figure two we can see the graphical representation of respondents according to social environment.

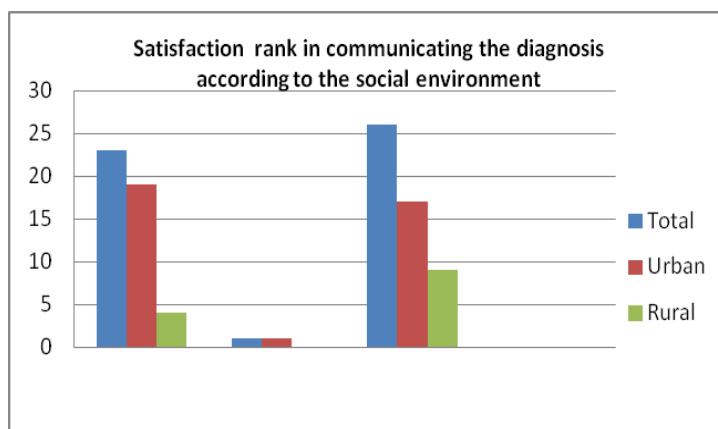


Fig. 2 Graphic representation of the subjects according to the social environment

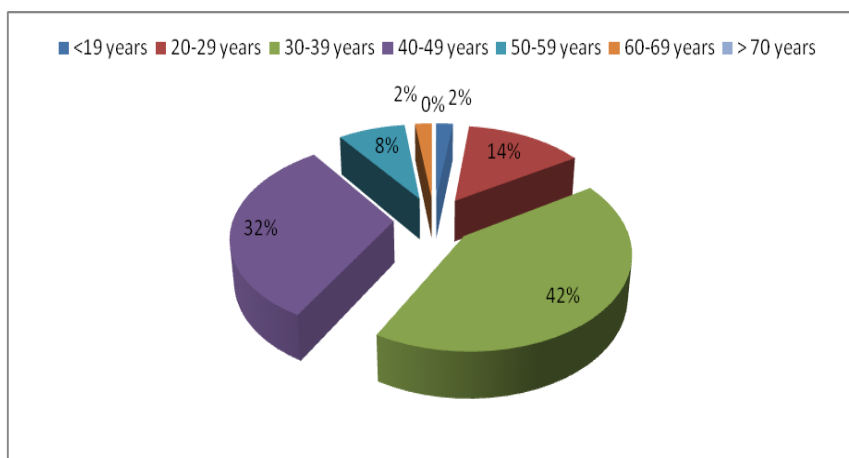


Fig. 3 Graphic representation of the subjects according to age

Regarding respondents' age, a person is less than 19, seven are aged between 20 and 29 years, twenty-one are aged between 30 and 39, sixteen between 40

and 49 years, four between 50 and 59 years and a person is older than 60 years. Regarding the category "emotional welfare", twenty-six of respondents believe that family atmosphere was marked by problems created by the appearance of the person with disabilities, twenty-two of the respondents believe that family atmosphere was marked in a certain way and only two people do not believe that the appearance of people with disabilities in their family marked the family atmosphere. Twenty-three of the respondents believe that the way that the diagnosis of their children was told was adequate, twenty-six don't agree with this aspect, and only one respondent agrees to a certain extent.

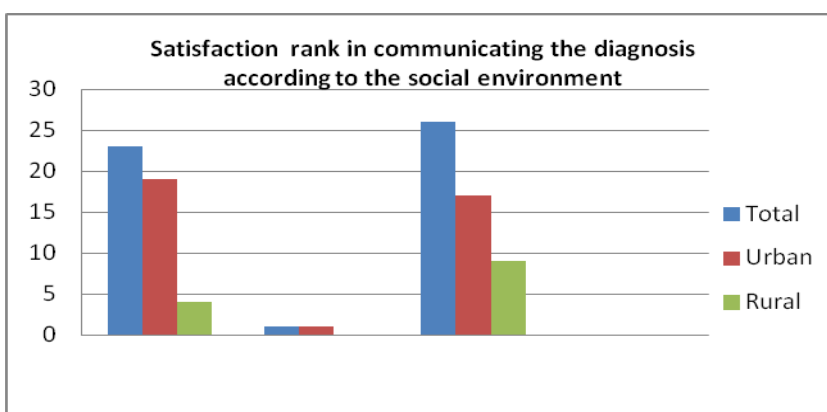


Fig. 4 Graphic representation of the subjects according to the satisfaction rank related to the diagnosis

Forty-six of the parents who responded to the survey believe they have enough information about existing support services, two of them believe that they have enough information and the other two parents hold this information in a certain way. Twenty-six of the respondents believe that they could find out more and more the features of their children, twenty-four disagree with this statement. Instead, all respondents believe they have where to go when they have any queries about what would be best for the person with disabilities from their families.

Conclusion

The conclusions that I'd like to mention are actually some proposals to improve the quality of life of families of children with disabilities that I could observe that would be necessary through this research.

These are some of the proposals that I wanted to mention:

1. Providing even more information about the characteristics of disability and how people with disabilities can evolve.
2. Develop communication strategies for an appropriate communication with families of disabled children and informing the families about the diagnosis of their children in a very short time.
3. Creating support groups for parents who have disabled children so that they can speak with professionals about the various problems they have.
4. Creating awareness campaigns towards people regarding the people with disabilities and their families.
5. Creating united group of parents who have a disabled person in the family to share experiences.
6. Improving offers for leisure and sport activities that concern people with disabilities.
7. Improving offers for jobs that concern people with disabilities.
8. Promoting different policies related to the time of work realized by the persons who have a person with disabilities at home, their possibility to be allowed greater flexibility and to be considered other ways of working.
9. Providing support and guidance to promote responsibility and autonomy of the person with disabilities at home.

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INFLUENCE OF ORGANIZATIONAL CULTURE ON EDUCATIONAL INSTITUTIONS

Radu Silviu Cureteanu⁴⁶

Adina Eleonora Sturz⁴⁷

Anton Ilica⁴⁸

Abstract: *In this article, our intention is to induce a positive vision at institutions management level of any profile, inclusively scholar, to form their personality and a broader visibility, ground for organizational authority and prestige. We try to clarify aspects regarding organizational culture as it is perceived at educational institutions levels. Also we debated the influence and importance of leadership regarding educational organizations.*

Key words: *education, organizational culture, leadership*

1. Organizational rules

Any type of organization has specifically some regulations of organization and operation. These can be *formal regulations* (norms of loyalty, dress norms, performance standards, and rules for assigning rewards) and *informal regulations* (Gary Johns)⁴⁹. **Formal or official regulations** related to organizational nature, referring to job descriptions, internal regulations, rules of organization and operation. They refer to the obligations concerning work program, being at work, receiving visitors, punishment and reward employee information confidential, cooperation to accomplish the tasks. In schools includes restrictions on punctuality to class entry, teachers and students dress, making planning, methodical commissions activation, making school service, attendance sheet writing, teaching compliance with management demands, frequency and accuracy of grading etc.

Informal regulations and regulations are not registered have not binding. Among these we mention the anniversary of birthdays, school day, retirement celebration, shared meals due to promotions, marriages, baptisms,

⁴⁶ Assistant Professor Ph.D., Aurel Vlaicu University Arad: e-mail: radu.cureteanu@uav.ro

⁴⁷ Teaching Assistant., Aurel Vlaicu University Arad: e-mail: adinasturz@yahoo.com

⁴⁸ Full Professor Ph.D., Aurel Vlaicu University Arad: e-mail: anton.ilica@yahoo.com

⁴⁹ **Gary Johns**, *Comportament organizațional*, București, Editura Economică, 1998.

etc. end of the school year. Such rules may have the appearance of rituals, such as:

- *rites of passage* (determined by promotion and "passing" in a higher position);
- *rituals of degradation* (loss of jobs, function degradation);
- *recognition rituals* (thanks with champagne due to employees achievements);
- *rituals of renewal* (a new school year);
- *Integration rituals* (freshmen prom and receiving new pupils).

Rituals in the form of ceremonies serve emotional stimulation and emotional coherence within the group or team. They are an expression of both pride and formulas for socializing.

2. **About organizational culture**

The word *culture* is used to represent the spiritual and physical aspects that a particular human collectivity has passed from one generation to another." Culture includes "*all beliefs, values, behaviors, institutions and other results of thought and human labor that are socially transmitted within a collectivity*" (American Heritage Dictionary, 2000). From here was made (derived) the concept of *organizational culture* as "*integration model of human behavior that includes ways of thinking, language, action and artifacts, and which depends by human capacity on learning and transmitting knowledge to future generations*" (Webster's New Collegiate Dictionary, 1961).

Organizational culture includes a set of elements that recognize and customize the personality of a group. It includes formal and substantive elements, although we know that often "formality" (as appearance) testifies to the quality of the group, called the organization. **Thomas J. Peters** and **Robert H. Waterman** defined organizational culture as "*a dominant and coherent set of values shared by members, induced by symbolic means*". **A. Strati** (1992) states: "*Culture is a set of symbols, beliefs and behavior patterns learned, produced and recreated by people who devote their energy and life's work to an organization. Is expressed in the design and organization of work, built culture events and into the services the organization produces*". **Ovidiu Nicolescu** and **Ion Verboncu** (1999) defined organizational culture as "*a set of values, beliefs, aspirations, expectations and behaviors shaped over time in each organization prevailing into it and conditioning directly and indirectly functionality and performance*". Organizational culture, by **D. Iacob, D. M. Cismaru** (2002) can include following elements: „*regular behavioral actions that occur between individuals (rituals, ceremonies, and languages), the rules accepted by all employees, philosophy pursued by the organization's policy, rules for integrating new employees, feeling or climate*". Organizational

culture *"involves rituals, symbols and stories associated with categories of persons offering an insight into the beliefs and values of people, on things that are important to them and the reasons behind these choices"* according to Americans **Dygert C.B., Jacobs R.A.**, (2006). **Louis V. Gerstner**, one of the managers with a role in reviving **IBM**, says: *"Organizational culture is what people do without being told. It's one of the easiest definitions and more relevant to this concept, unclear to many. And if we apply this definition to organization around us then surely we learn new things about present organizational culture"*. Motivation is invisible beyond the easily observable aspects of an institution, is also a social energies able to cause people to act. It is about what constitutes an individual's personality, including intangible behavioral elements unwritten, but with a lobbying capacity extremely effective⁵⁰.

Other definitions of organizational culture:

- *Organizational culture* is the personality of an organization (McNamara 1997)

- *Organizational culture* is unitary members thought of a group that distinguishes them from other groups. (Hofstede 1991)

- *Organizational culture* is defined by models of values and beliefs shared that produce, over time, behavioral norms adopted in solving the problems of the organization. (G. Hofstede, 1991)

- *Organizational culture* is a model of common assumptions that the group learned them together with problem solving, which proved functional and were considered valid sufficiently to be sent to new members as the correct way to perceive and address similar issues that arose after. (E. Schein, 1996).

Common denominators of above definitions could be:

- organizational culture includes an integrated model of human behavior: values, ethical standards, symbols, beliefs, aspirations generally accepted by most of the members making up the organization;

⁵⁰**W. G. Ouchi** (1981) defines organizational culture as *"a set of symbols, ceremonies and myths that communicate beliefs and basic values of the organization to its members"*. **T. Peters and R. Waterman** (1982) considers organizational culture as *"a coherent and dominant set of shared values, transmitted through symbolic means such as stories, myths, legends, slogans, anecdotes, stories"*. **André Laurent** (1981) considers that organizational culture reflects *"assumptions about customers, employees, mission, its products, assumptions that have worked well in the past and have been translated into attitudes, behaviors, expectations, about what is legitimate about desired ways of thinking and acting"*.

- these components are formed over time and become increasingly stronger;
- behavioral model is characteristic and dominant, is stable over time;
- organizational culture characterizes all members of an organization or most of them;
- organizational culture plays an important role in integrating members and in adapting the organization to the external environment;
- organizational culture take into account the materials results of the organization and is expressed through the products and services it provides.”

In conclusion, we agree with the following definition for organizational culture: “*represent all the values, beliefs, attitudes, norms specific to institutions that give its identity, have relatively stable character and significantly influence the success or failure of the members and the organization as a whole*”. Or organizational culture is defined as “*a specific complex of values, driving beliefs, representations, understandings, ways of thinking shared by members of an organization, which determines how these will behave inside and outside the organization that are sent to new members as correct*” (Ș. Iosifescu, 2000)⁵¹.

An organization that has a culture can be simply observed by any "viewer". It's about building design, parking space and facilities surrounding, the name displayed and its elegance, quality offices, furniture, cars of the employees, bureaucratic staff dress code differentiation, his overall kindness etc.

Organizational culture related to quality ambience and formal and aesthetic aspects of space of activity. A school without organizational culture has dirty windows, old advertising, dirty hallways, classrooms damp, insufficient illumination generally inhospitable surroundings that looks like a Bacovian "graveyard of youth". Such an atmosphere is tolerated by teachers insufficiently attached vocational, that make from profession an administrative activity. Beyond the indolent "forms" are hiding attitudes, strategies, activities, superficial formulas that generate inefficient learning and indecent educational formalism. Edgar Schein⁵² (1993) defines organizational culture as "a pattern of common basic values, which the group has learned as they solved problems related to external adoption and internal integration, that worked at least well and thus has earned right to validity and right to be presented to new members

⁵¹ Prof. **Serban Iosifescu**, senior researcher at the Institute of Education Sciences (lab head "Educational Management"), President ARACIP. wrote: *Management educațional* (2000), *Managementul calității* (2001).

⁵² **Edgar Schein**, professor at the MIT Sloan School of Management had a notable contribution in the field of organizational development. Use for the first time the term corporate culture.

of the organization as the correct way "to perceive, understand and act in similar circumstances." In other words, a National College of Arad, for example, has formed a culture over time, summarized in specific behaviors; some observed "at first sight" others noticeable over time. For example, those who come first time in such a college would be "greeted" by a specific behavior observed in pupils, teachers, and administrative staff. Behavior also includes customs, such as perfect teacher dress, or selected access paths to offices. Classrooms and public rooms bear the names of personalities formed in college, to perpetuate the tradition and values generated by the institution. Other constituent aspects of organizational culture are: the existence of group norms (including standards of daily interactions), the official values (cultivating certain standards that customizes activity), promoting a coherent and stable task at the level of performance and ego, the existence of rules valid for each employee and derived from tradition), maintaining a proactive and provalue climate, encouraging abilities of action and thinking derived from invoking previous values, preservation of anecdotes and myths, phenomena in the history of the institution (usually an institution with a culture has a thorough monographs) and perpetuation of symbols (logos, banners, signs) that marks the "unconscious of organization"), and stimulating the present by virtue and past successes. If leaders do not have sufficient knowledge of the organizational culture, they run, they risked being driven.

Therefore, organizational culture is some kind of a human personality, containing the same personality traits and the same behavioral procedures.

In the view of **Geert Hofstede**⁵³ (1996), organizational culture is manifested through the following elements: symbols (words, gestures, objects with specific meanings), heroes (people who are true role models for others), rituals (ceremonies, meetings, business meetings) and values (elements with important role in shaping rules).

According to Alexandru Puiu⁵⁴ (2004) opinion, organizational culture can be addressed at different levels and dimensions: the visible and the invisible ones.

Visible level include: *physical products*, tangible components of organizational culture, consisting of buildings, furniture and other accessories of personnel, equipment, fixed assets, clothing, architecture, decorating style, figures and objects represent specific characters (business organizational chart, architecture, manager office , chiefs cars, parking); *verbal products*, which

⁵³ Professor **Geert Hofstede** from University of Maastricht (Belgium).

⁵⁴ **Alexandru Puiu**, n.1933, University professor Ph.D., founding rector of the University Constantin Brancoveanu Pitesti, former rector of the Academy of Economic Studies București. Wrote: *Management. Analize și studii comparative* (2003).

refers to the language used, myths, metaphors, slogans, stories, or folklore of any organization, through language, perceptions and representations acquire meaning; *behavioral products*, that relate to rituals, ceremonies, internal codes of conduct, the presentation of the company outside, behavioral habits, gestures conferring employees membership to the group, through these elements are identified and sanctioned unethical behavior, contrary to the values, norms and rules that characterize the organization.

Invisible level consists from: values, organizational skills, coordination, budgeting, training, control, knowledge, motivation and employee satisfaction.

According to other authors, organizational culture must be understood at two levels: the mythical (values, stories, heroes, symbols, slogans, ceremonies) and the present (business strategy, hierarchical structure, systems, rules, behavioral norms). Organizational culture inprints with daily practice of all members and is manifested through: formal practices (wages, hierarchical structure, job descriptions and other organizational policies), informal practices (rules of conduct), organizational stories, rituals (parties organized within the firm for celebrations), humor, jargon, physical arrangement (interior decoration, employee uniforms, and architecture buildings).

The expressions of organizational culture are most, intangible therefore difficult to identify and analyze, such as: **symbols, behavioral rules, rituals, ceremonies, stories, organizational myths, prestige and authority of managers and other employees.**

There are identifiable several levels of organizational culture: of **surface** - is the **artifacts** (architecture buildings, offices, furniture, various facilities provided for members of the company, language use, technology and products, dress code, how to address, certain organizational procedures), of **symbols**, including all objects, processes that a person can easily see, hear or feel when they come into contact with a new community; then the **values manifested** (promoted by the founders and leaders of which becomes core values, ensuring identity psychological and moral stability for component members of the organization), and finally the **fundamental values** (viable in most situations faced by the firm, which resulted in almost unconditional acceptance to them by newcomers, as they are not subject to challenge or debate).

American Professor, J. Sonnenfeld⁵⁵, groups 'organizational culture' in the following categories: "**Academic**" culture means an organization in which there is a proactive business environment, dynamically stable, with members carefully trained and willing to affective commitment (eg schools, hospitals, universities); "**Baseball team**" culture where there is a high risk of instability, but the job is required and qualifications allows easy changing business

⁵⁵Professor at Yale University, cf. http://www.mapnp.org/library/org_thry/culture.htm

environment (real estate, investment banking, advertising agencies, etc.); **”Club”**, **culture** specific to rigid structures and extremely obedient, characterized organizations that appreciate the experience, seniority, hierarchy, aspiration for promotion (eg military units); **”Fortress” culture** taken by organizations that do not ensure stability and safety due to ongoing restructuring and redundancies. This type of culture maintains maximal risk for those with vulnerable capacities (Examples: insurance companies, savings and loans, large car companies)⁵⁶. Organizational culture typology does not identify labels placed on the product. Any organization can find resources to become efficient and effective in order to gain prestige and personality.

We use the generic word "school" for what today is meant by "educational institutions", ie kindergartens, primary schools, secondary schools, colleges, national colleges, school groups and universities. However, we exclude from our perspective those institutions mentioned above is included in the epithet "private", given their specific nature. At least in the Romanian social environment, private education *effectiveness*⁵⁷ is measured by other criteria than the public sector, the principle being the financial indicative. If public schools require effective final results at the quality of learning, identifiable value equivalents by graduates at the private schools level, efficiency is identified in accounting offices based on balance of payments and financial benefits.

Public schools calculate their efficiency depending on how they develop organizational culture that cultivates a reality impregnated with norms, values, symbols, myths, prestigious action. It is "the symbolic framework" of the organization that the current process (an event or action, for example) has value through its significance by ambiguous impact (multiple meanings) and polysemantic echo that it has on the community. A positive event in a school activity loses the effect second or third day, unless designed and structured so as to contribute for building organizational culture. For example, if a school organizes educational circle transmitted live on the Internet - the event is spectacular appreciated but becomes symbolic when it repeats and emphasizes the value of teaching and its positive impact. An academic journal can become

⁵⁶Test, adapted after Valda Svede and Mariella Petriglia *“Culture: Rating your workplace”*, Ontario Institute for Studies in Education of the University of Toronto, which identifies whether an organization has a culture that can be compatible with your own individual culture.

⁵⁷ *“Efficiency*, affirms D. Rees and C. Porter (2005), can be defined as a situation where people are working at full capacity. "Effectiveness expresses" the idea that people do what needs to be done, and this makes it better timely. "Efficiency requires achievement of acceptable use of resources; efficiency differs from effectiveness (efficiency + adaptability).

a valuable, if procedural regularity imposes within the landscape revuistic and qualitative references.

At a symposium in a neighboring country, it was proposed to initiate under the auspices of an honorable institution, the establishment of an ISI journals in education and training. An administrator of a private institution said that in two months there will be such a magazine through its efforts. Obviously, journal name (or institution) were unknown even within small community, responsible people in the audience smiled ironically, seduced by the irresponsible statement.

After all identifiable organizational culture is observed in the personality of an institution. Who ever heard (outside interested media) about School grades I-VIII no. 125 of Craiova? Therefore, an important step to delimit organizational culture is taking a spiritual patron capable of unite all the elements that allow its members to live, communicate and maintain confidence in the ability to adapt to the challenges of competition. What is organizational culture? E. Schein (1982) defines the concept at three levels: visible, partially visible, deeply. Visible are specific behaviors of organizational life, such as rituals, ceremonies, language specific symbols or administrative procedures. This category includes name, logo, banner, but the quality of teaching, a requirement or admission procedures teacher's work / graduation, regular cultural activities (school day, regular scientific sessions etc.)⁵⁸.

On the second level stands how similar values of the organization also mark each member of its behavior. Such values (for example, held in hours) are used to reference the elements that contribute to increasing the effectiveness and efficiency of education. For example, in school X uniform is mandatory, school program is extended, students have access to the Internet, students enjoy dining and advice. Such values have deep motivations, with visibility in the behaviors.

Finally, the third level refers to a philosophy of life, an authority maintained by an existential code created over time and watched by the prestige of predecessors. Typically, the organization has a dominant relation to each of its members, space seems sacred dominated by teachers or graduates value the learning process is dynamic and is measured in Olympians or scholarship abroad, teachers are authorities in the area of their organization, has spirit of creativity, administrative intolerance and openness to outside. It compares only with national or European schools and cultivates this pride.

Each school strives to build all three levels of organizational culture. Some remain at the first level (visible from time to time), others manage to assimilate proactive values, and others are authorities which relate their fate in teaching and sending a strong culture. One thing is certain. A school manager

⁵⁸**E. Schein:** culture is defined as "the way a group of people solve problems".

has the opportunity to contribute to the completion of organizational culture and build it. In each of the two situations (to initiate or develop), schools need symbols) a certitude in a community of ambiguities), being influenced (and constrained) by rituals, values, myths, ceremonies.

Returning to the concept of organizational culture, we believe that some accuracy is required to clarify the term. Organization's culture takes by a specific that individualize organization. It involves a sum of behaviors of people who rely on group norms accepted by all those involved in using a common heritage. It is a form of social psychology, which settles rules, habits, beliefs, faith, history and prestige. It coincides in each organization with national character, with features of an institution, shared by its members. Is much more than climate is a spirit impregnating expressed above individual interests, human or group. "Ferrari" is a symbol of quality and those who adhere to corporate culture, likes successes and worries to failures, enthuses symbols (flag, color, design), climate requires extra "activity and working conditions" in while organizational culture determines its personality.

Edgar Schein believes that a culture of the organization includes rules of conduct, rules of procedural activities, values adopted by efficiency; philosophy from partners and competitors; climate or prevailing spirit in dealing with internal and external environment. Thanks cognitive impairment organizational culture makes sense and meaning for each individual; it allows expressing satisfaction through teamwork and gives each member professional fulfillment balance. **Manecognitiva** (a concept agreed in UNESCO spheres) means knowledge management in an organization, referring to taking a folding strategy for institutional culture. She had the value "designer goods" for signs of a company with shaped culture constitute a guarantee of quality. You wonder why people want to drive Mercedes cars and wear "Armani" costumes. Because the two organizations mentioned have the authority outlined by an institutional culture.

Who does not want to be a teacher at elite high school? If not, we can say that every teacher has school they deserved. Being a teacher in a national or European reference high school is to share its values, to integrate "its organizational culture", adhere to rituals, climate, the successes and failures, to "history that becomes" of it.

3. **Leader and school management**

Evolutionary model of economic management in schools take the same changes in organizational structure and leadership. As organizations schools have present structure according to the model promoted 400 years ago by JA Comenius aimed at grouping children into classes by age, with time and disciplines, with specialized teachers in fields of knowledge and alternate programs between learning and relaxation. Since the 1800s, we can talk about

classical management model, initiated in American capitalism by mechanical engineer FW Taylor. After him, scientific management is "the kind of management that guide the business using standards based on facts and truths derived from observations, experiences and systematic reasoning". In education, business "becomes" processual outline, schools regarding teachings production, noticeable in behaviors and skills. Based on **curriculum**s issued by the organization, through specialists, is aimed to student's personality development, based on "standards", as a result of "preventing" educational policies. Such standards should - according to classical management theory - be a consequence of "the experiences and systematic reasoning", ie concrete observation and inference of their efficiency areas on the entire process.

In the development of classical school management there were times when changes result in samples experiences, which made the learning process to be highly efficient and productive. Is the situation of interwar phase (1924 - 1927, 1930 - 1938) in the Romanian school progress and recent periods in which management meaning was given by in charge ministers (Tr. Pop, M. Malita, A. Marga). Unfortunately, schools have a highly centralized organization, and source of development depends on decisions being quite hampered by bureaucracy and dependency.

In accordance with the spirit of classic management, process evaluation is done by the interest profile, the relationship between income and expenditure of the products used. Because educational "products" as a form of control and efficiency are psychological is extremely difficult to be quantified. Careers of its graduates are strongly influenced by context, subjective and objective factors, which create an inability to "measure" regardless of the tools used. From this point of view, it is more difficult to integrate schools in a relationship with businesses.

Moreover, classical management requires separation of administrative activities by those of teaching.

A school is led by a teacher, democratically elected with both administrative and teaching duties. In some way this principle works in education in one way or another each teacher having administrative tasks. As part of the professional council of methodical commission of School Committees with classroom management tasks, authority etc. teacher spends a lot of time and energy for other activities than actual teaching and thus professional. A classical management principle refers to the division of labor (H. Fayol, French mining engineer) that each specializes in production process in which is effective. Administration plan, organize, command, coordinate and control while the "workers" are placed where they know better. In a school administrative centralization is achieved at the point of highest authority in the chain school ("line linking the pyramid management authority of the direct executors") and pay contractors is identical in identical conditions. Often, in

the name of populism or the spirit of collegiality, the principles undermine and make from a school a bureaucratic organization, very stiff, disincentives for competition and efficiency. Always responsibility failures are translated on the system as well as on excessive centralized management. Unfortunately, this attitude is extended here for over 200 years without sufficient political will to change the type of management and organizational style. There are not proposed (and not working) defined roles, the manager acts as representation (ceremonial duties), the leader (guide and stimulate), coordinator of networking and disseminator of information, the entrepreneur (initiating new projects), the decision maker, negotiator and even performer. The director of school (inspector general), is in a constant time crunch, has a very busy schedule, and does not have enough patience or capacity for analysis and synthesis concerns.

Behavioral management is considering the idea that "man is the core of the organization" and not its products or processes. Management is focused on emotional engagement, loyalty and commitment towards the organization of people and a consequence of these emotional attitudes refers to ensuring organizational comfort conditions. Organization efficiency increases with increasing working conditions and humanistic appreciation of benefit to people. According to behavioral management, man is not only a productive force, an individual who sells skills, time and energy. Man is a psychological source, is a fellow who needs satisfaction, motivations, rest and fun. More important than the process are the actors involved and organizational behavior related to the extension of human relations in the processing of material and spiritual goods.

In terms of school organizations, such a management is natural, as teachers become "parents" from school for the children. There is no humanistic consistency in dealing with students of the entire teaching staff. Typically, teachers who organize learning a realistic disciplines (mathematics, physics, chemistry) are more sober, with paternal spirit, while others who teach modern languages, Romanian, arts generates more humanity and maternal spirit. Unfortunately, is not provided sufficient conditions for the teacher to their full satisfaction. Professional Chancery is a conflict Agora, classrooms induces monotony, banks are made for listening. Learning space is inhibited and stressful. Effects on pupils have manifestations in their subsequent conduct.

Excellent management concerns the most efficient use of each "employee", to ensure excellent behavior. Is a current theory (J. Peters, RH Waterman Jr., 1982) which is based on promoting performance indicators manifest in the eight characteristics of excellence: the involvement of managers in active and spontaneous communication, "client" is important, encouraging initiative and entrepreneurial autonomy, encouraging people joy for their achievements, recognizing personal values (leaders are positive role

models), attachment of manager to the process, decentralize authority with minimal staff, coexistence tolerance with the requirement. Such a theory refers to economic organizations, focused on high end products, resulting from the inclusion of a large amount of creative intelligence and narrative skill. It is based on "centers of excellence", on the "quality circles". Teamwork stimulates new types of human relationships which, by contagion, give satisfaction and sense of professional involvement.

Schools enter into this type of management and those who obtained the title of national college with pride to become elite in the evolution of Romanian pre-university education. Dynamic organization, maintained by institutional culture, crave for excellence and measures performance in his Olympians, national assessment tests results, the assessment of the community and the administration.

"Islands of excellence" would be the metaphor for such schools. Promoting management excellence in education organizations requires structural change of the system, mentality, stemming from a coherent educational policy, and initiated long-term experts. Current Quality Agency (ARACIP (for pre-university education) and ARACIS (for university education) has a valuable set of criteria for accreditation of educational organizations and research operation. Unfortunately, the system pressure is too large to be solved.

Effective management should target a new paradigm of educational organizations. Change "from scratch" would involve restructuring material base structural type initial and ongoing of teachers promoting a dynamic and interdisciplinary curriculum, assessment system modular, interactive and procedural projects, focusing learning on education behavior. Efficiency of the education system would be validated but not globally in each school organization in terms of its own criteria, approved by the local community.

In terms of the learning context, abandoning existing school building styles would be an initial condition. School premises should be organized according to three factors: to be agreed by the beneficiaries, to meet the learning contents and have modularity.

Teacher training in universities should be based on interactivity and on a system of teaching practice authoritarian and involved. The teaching of curriculum is to settle on pragmatic disciplines and process effective, where universities have application units of all kinds. For a teaching career is to exclude monodisciplinarity. Ensuring from faculty teaching and computational skills would add the professional and assertiveness ones. Peter Senge⁵⁹ (1990)

⁵⁹ **Peter M. Senge**, management professor at Massachusetts Institute of Technology, has been included in 1999 by the Journal of Business Strategy, among the 24 personalities of the 20th century. *Learning organization* is one where people

considers that *Learning Organization* is that "organization which continually expands its capacity to create its future, the one not resumed to survival. Learning for survival, commonly known as the adaptive learning important and necessary, engages with generative learning that develops substantially our ability to create". "Curiosity is more important than knowledge", says mathematician of genius A. Einstein⁶⁰. Learning to survive, or to the limit existential accumulation capacities to cope with stress, do not develop ambition and pride of creativity and organizational motivation. Anticipation of potential alternatives and even emotional responses to stimuli, economic, social, sentimental, etc. is part of what we called "generative teaching". This is valid for each component of the organization, especially as the organization itself. Continuously learning organization is an organization based on knowledge, being able to adapt quickly to changes caused by environmental change. Solution of solving problems is not only available to every manager or his personnel. For example, a conflict between two groups can reach office pretty late to be known by the school. 'Smart' teachers find resources negotiating to settle the tensions, before creating a new and important problem that keeps suspicions and would affect students teaching activity directly. Sometimes principals show some envy towards solutions offered by subordinates' colleges, huffy that they first saw malaise which would adversely affect the atmosphere of the organization. Words like "Sir should ..." can be perceived as an advice and can become extremely aggressive response ("I'm sick of advice"). Once colleague will not suggest any improvement in the organization the daily problems can multiply. Manager's intolerance to subordinates ideas can lead to perverse effects and significant consequences on the functioning of the school and its effectiveness.

When you pronounce the word management, perception slips for management field. Management is associated with organization management and the manager who makes decisions. Activity of management is the most important part of an organization that, order efficient operation, requires setting goals, identifying solutions to achieve their strategic and appropriate use of resources and evaluation, namely monitoring, impact results. The driving task is so important that the claim that an organization

continually develop the ability to get the results they truly desire, where new models are developed and cultivated for thought, in which common aspirations are taken freely and people continuously teaches to do all together.

⁶⁰ **Albert Einstein** (b. 1879, Ulm, Germany, d. 1955, Princeton, New Jersey). Volume: General relativity, special relativity, Brownian motion, the photoelectric effect. Is famous equation expressing the enormous amount of energy hidden in a body: $E=mc^2$, amount of energy (E) equals the product of mass (m) and the square of the speed of light (c). In 1916 published its statement regarding the foundations of general relativity theory: Nobel Prize in Physics

underdevelopment ("anywhere in the world!") Is a symptom of mismanagement". According to W. David Rees⁶¹ and Christine Porter⁶² management is a skill, identifying the fact that one can identify three levels: management is a practice (at the start of the organization, after project completion), art (the ability to balance effort with consequences) and a science (as a form of conceptualization of driving techniques and to investigate its effectiveness). In all three steps, the government is perceived as a way to influence through communication, and this falls under what is called "social influence". To be able to do this, the managers diversify their roles, coordinating, negotiating, motivating, integrating, facilitating. By Douglas McGregor, "leadership is a dynamic form of behavior that involves the arrival of the following four variables: leader characteristics (1), attitudes, needs and other personal characteristics of subordinates (2) the nature of the organization, purpose, structure, tasks (3) and the social, economic, political (4). However, there is a difference between leadership and management and the ladder metaphor, I think, compelling: the leader place the ladder on the wall right and the manager climbs the ladder sitting on the right wall. The main attribute of leading is the ability to make decisions. The decision is a result of the selection process of interaction of several possible alternatives. A decision is the result of a preparatory phase which corresponds to identify the situation and the cause of "what lead to a problem that causes motivation of a decision. At this stage we seek relevant information, able to maintain motivation for an alternative decision as well as an analysis of the possible advantages and disadvantages of each alternative.

Decision phase (for the most appropriate decision of the alternatives) is followed by enforceable stage. Unfortunately, many decisions remain at verbal levels, and there is no will to the processuality of it. Absence makes the decision of procedures to be progressively veiled and decision maker does not have a capable and motivated staff for implementation and monitoring. In many cases, the projects remain in narrative state (description) without ending up being produced. The road from the project (as a form of decision) to achieve this takes the form of communication. This road blockages may be caused by lack of motivation, lack of competence, lack of consistency, poor funding, lack of proactive mentality, incorrect division of tasks, psychological conformity.

Organizational behavior Is the field dealing with human psychosocial behavior. Existence of social man perceives satisfaction in relation to their

⁶¹ W. David Rees, management professor at Westminster University in England. He wrote *Manager Art* (2001).

⁶² Christine Porter teaches at the School of Business at Westminster University in the UK. She wrote *Authority management* (2001)

peers. Organization as a form of interpersonal activity is based on voluntary or spontaneous association of people with defined statuses and roles to achieve objectives explicit formulated. We identify three elements of association the organization, the hierarchy, explicit purpose. The family is an association, but no hierarchical system aimed at nor social performance. The school is a combination modular, hierarchical and operates on a standard performance aimed at. Depending on the three features, organizations can be: productive (industry), formative (social), combat (military), recreation (cultural) or utilities (municipalities), normative (church, political parties), economic (factories, companies), coercive (prisons, reform schools). Each has its specific behavior, arising from the quality of organizational culture, as well as psychological and material satisfaction of its members. Each has its communicative specific promoting those types of relationships, able to maintain appropriate balance in functioning of the organization.

Fundamental quality of organizational management is effectiveness, attribute that expresses in value "the relationship between results obtained and time invested" (D. Olivier). At designing theories (paradigms, models) for the organization, there are three options: human resource is a machine that performs a task (classical theory of FW Taylor and others), the organization takes into account the satisfaction and behavior (neoclassical theory of E. Mayo et co) and a correlation of two attitudes: providing material conditions for stimulation and motivation of human resources.

In terms of people's attitudes towards the organization they belong to, there are also three paradigms: the satisfaction theory (due to performance in activity), expectancy theory (motivated by providing current conditions for satisfaction possible and expected) and theory quality of life (care management for decent living for all employees). Satisfaction of the people in the organization can coagulate into five dimensions: work itself (performance, efficiency, and effectiveness), salary (providing comfort to restore energy consumption), promotion (the chance of authority, respect and power), management (pleasing style, cooperative, mobilizing and motivated) and collegial atmosphere (predominance of team spirit, friendships and interfamily relationships).

In the opinion of specialists, particularly important strategic elements of organizational culture specific strengths can be grouped as: customer orientation, orientation to administrative staff, orientation to innovation and orientation towards results and achievements.

A very interesting concept launched literature is **leadership cultural intelligence**. It is the ability that allows that, based on personal qualities to influence behavior (attitudes) of others. Cultural intelligence includes the ability linguistic, spatial, intrapersonal and interpersonal. To interact well with people from other cultures you have to understand their language, to recognize

the significance of nonverbal behavior, to identify cultural style and how they manage to understand the others. Besides managers, teaching staff is one of the factors that influence organizational culture overwhelmingly.

In our country are identified (C. A. Huțu, 2003), mainly two **types of organizational cultures**: *bureaucratic culture and entrepreneurial culture*. “**Bureaucratic culture** is the characterizing state businesses, educational institutions and state-owned health, military institutions. This culture is arrogant, focused inwards and highly politicized system. An adaptation of this culture to the environment is difficult because there is no strategic thinking and understanding of issues relating to performance management. Within these organizations, hostile relationships differ between employees, between employees and managers, and the results are not considered significant work. **Entrepreneurial culture** may differ mainly in private organizations characterized by greater power by the adaptation to the environment and a greater openness to the values and strategies that lead to positive results. Employees are sent a series of values, norms that lead to creating a relaxed and professional: respect and consideration for customers, employees and community, creativity, commitment, courage and attachment for organization”.

It requires greater involvement of managers in the assessment and change in organizational culture to develop strong culture positive, appropriate and adaptive strategy. It appears that there is a direct relationship between organizational culture, leadership and performance of organizations. Managers with true qualities for leaders are those who should create cultures that have remarkable success in the medium and long term. Of course, these explanations are the elements that characterize the overall organizational culture of Romanian organizations. It should be a good knowledge from theoretical aspects of organizational culture, to assess their own culture and to identify measures, new strategies, creating a strong culture, the premise of high performance.

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ADAPTIVE LEARNING INFLUENCE IN EDUCATION

Dorin Herlo⁶³

Aurel Vlaicu University from Arad

Abstract:*In the field of education, and special, in the field of educational technology the term “adaptive learning” is now consecrated like one of its many aliases: adaptive instruction, adaptive hypermedia, computer-based learning, intelligent tutoring systems, computer-based pedagogical agents...At the most basic level, adaptive learning is the notion that computers and their software can improve educational outcomes. So, can we say that has the potential to revolutionize education?*

Key words: *education, educational outcomes, educational technology, adaptive learning.*

Being an important social component of the life, *education* is now a phenomenon which arouses a lot of debate all around of the world. As we know, from etymological point of view the word “*education*” is derived from the Latin *ēducātiō* (“A breeding, a bringing up, a rearing”) from *ēdūcō* (“I educate, I train”) which is related to the homonym *ēdūcō* (“I lead forth, I take out; I raise up, I erect”) from *ē-* (“from, out of”) and *dūcō* (“I lead, I conduct”).⁶⁴

Education in its general sense is a form of learning in which knowledge, skills and attitudes / habits / mentalities of a group of people are transferred from one generation to the next through teaching, training, research, or simply through “learning on your own” or “by yourself” named auto-didacticism.⁶⁵ Generally, it occurs through any experience (which comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event) that has a formative effect on the way one thinks, feels, or acts.

Educational process, as we know, can take three essential forms: *formal, non-formal and informal*. We will refer only at formal education, here. *Formal*

⁶³ Prof.Dorin Herlo, Ph.D, e-mail dorinherlo@gmail.com

⁶⁴ <http://en.wikipedia.org/wiki/Education>

⁶⁵ Dewey, J., (1916/1944). *Democracy and Education*. The Free Press. pp. 1–

4. [ISBN 0-684-83631-9](https://www.isbn-international.org/product/9780684836319).

education is performed by specialized institutions following National Curricula, Syllabi and accredited methods of evaluation, having the purpose to fulfil educational ideal through the general and specific objectives of the educational system, and, in the mean time, for each cycle of study, programme of study, discipline/subject or a discipline module. Study programme, discipline/subject or a module, in its design, involves formulating the *learning outcomes* which can be measured.

Learning outcomes are the specific intentions of a programme, discipline/subject or module, written in specific terms. They describe *what a student should know, understand, or be able to do at the end of that programme, discipline/subject or module*. Learning outcomes are written bearing in mind the educational standards for that level or award.

Given the incredible development of computer technology and software is no wonder that concepts of education in general and learning in particular are changed, are modelled and structured, evolving like the other sciences. Is no doubt that the terminology for learning process which involves IT is *educational technology!*

Educational technology relies on a broad definition of the word „technology“. Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization, and techniques. Some modern tools include but are not limited to overhead projectors, laptop computers, and calculators. Newer tools such as „smartphones“, „iPad“, and games (both online and offline) are beginning to draw serious attention for their learning potential.

Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.⁶⁶ The term educational technology is often associated with, and encompasses, *instructional technology*.

While *instructional technology* is „the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning“ according to Garrison and Anderson⁶⁷, *educational technology includes other systems used in the process of developing human*

⁶⁶ Richey, R.C. (2008), *Reflections on the 2008 AECT Definitions of the Field*. TechTrends. 52(1) 24-25

⁶⁷Garrison, R., D., Anderson, T., (2003), *E-learning in the 21st Century: A framework for research and practice*. Routledge. ISBN 0-415-26346-8.

capability. Educational technology includes, but is not limited to, software, hardware, as well as Internet applications, such as wiki's and blogs, and activities. But there is still debate on what these terms mean.⁶⁸

“Children and young people are growing up in a vastly changing context. No aspect of their lives is untouched by the digital era which is transforming how they live, relate and learn”⁶⁹. Some examples of these changes in the classroom include:

- Problem Based Learning (PBL) - is a student-centered complex method in which students learn about a subject through the experience of problem solving;
- Project-based Learning (PbL) - is an instructional method that provides students with complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation, but not direction;
- I(E)nquiry-based Learning (IbL) – describe approaches to learning that are based in the idea that when people are presented with a scenario or problem and assisted by a facilitator, they will identify and research issues and questions to develop their knowledge or solutions.
- *Adaptive learning* (AL) – is an educational method which uses computers as interactive teaching devices. Computers adapt the presentation of educational material according to students' learning needs, as indicated by their responses to questions and tasks. The motivation is to allow electronic education to incorporate the value of the interactivity afforded to a student by an actual human teacher or tutor. B.F. Skinner created the original adaptive learning teaching machine back in the 50's while working at Harvard.

Together they are active learning (an umbrella term that refers to several models of instruction that focus the responsibility of learning, on learners) educational technologies used to facilitate learning. All four are student centered, ideally involving real-world scenarios in which students are actively engaged in critical thinking activities.

⁶⁸Lowenthal, P. R., Wilson, B. G. (2010). Labels *do matter!* A critique of AECT's redefinition of the field. *TechTrends*, 54(1), 38-46.

⁶⁹Craft, A. (2012), *Childhood in a Digital Age: Creative Challenges for Educational Futures*. *London Review of Education*, 10 (2), 173-190

Adaptive learning – that means adaptive instruction, adaptive hypermedia, computer-based learning, intelligent tutoring systems, computer-based pedagogical agents etc – is not only “a fashion” into the educational field but is a real way which improves learning process, based, obviously to IT and its instruments.

At the most basic level, *adaptive learning is the notion that shows how computers and their software can improve educational outcomes*. From this point of view, adaptive learning makes content dynamic and interactive, placing the student at the centre of his or her individual learning experience. Having a large scale of instruments, adaptive learning put the students into different and diverse learning situations.

Adaptive learning, which influences positively the education, could be provided in asynchronous and/or synchronous mode.

In asynchronous mode, thinking only at a *learning platform as an adaptive learning instrument*, we can observe how the student interacts with the system and learns, leveraging the enormous quantities of data generated by a student’s online interactions with ordinary (textbook, handouts, guides etc.) and extraordinary (games and social-media) content, with teachers and peers, and with the system itself. It assesses not only what a student knows, but also determines what activities and interactions, developed by which providers, delivered in what sequence and medium, most greatly increase the possibility of that student’s academic success and confirming fulfilment of the learning outcomes. Fear of online and computer-based educational approaches often stems from a misguided belief that these approaches will reduce teacher-student face time. In fact, the opposite is true. The platform frees up classroom time, allowing teachers more time to engage students directly. Individualized student data allows for more meaningful teacher-student interactions.

The adaptive learning platform provides a current snapshot of the student, coupled with the diagnostic information and recommendations so critical to improvement, while there is still time to help. Forget end-of-lesson/chapter/term/year assessments that reveal deficiencies without providing information or opportunities to remediate. This information is presented while lessons are still underway – giving students and teachers the data they need to act and improve, immediately.

*Adaptive Learning provides content and services to meet individual or group learning needs with improved learning achievement and efficiency*⁷⁰. Adaptive

⁷⁰ <http://www.trainingplace.com/source/research/adaptivelearning.htm>

learning uses prior successes and measures learner progress to identify and provide future targeted learning strategies. *Adaptive learning supports adaptive interaction, feedback and delivery of information and content.* The key to successful adaptive learning is finding the multiple sources of personalization intelligence (e.g., learning orientation⁷¹, academic background, etc.) that tells the system how to adapt appropriately. *Accounting for individual learning needs and differences correctly has especially increased in importance as learners' transition to online learning and seek more personalized solutions to match their learning needs.* Personalized learning is a contrasting approach to adaptive learning.

Adaptive learning systems have traditionally been divided into separate components or „models”. While different model groups have been presented, most systems include some or all of the following models (occasionally with different names)⁷²:

- *Expert model* – The expert model stores information about the material which is being taught. This can be as simple as the solutions for the question set but it can also include lessons and tutorials and, in more sophisticated systems, even expert methodologies to illustrate approaches to the questions. Adaptive learning systems which do not include an expert model will typically incorporate these functions in the instructional model
- *Student model* - The model which tracks and learns about the student
- *Instructional model* - The model which actually conveys the information

⁷¹The Learning Orientation (LO) Research discusses the theoretical foundations for understanding sources for individual learning differences. It specifically explores *the important impact of emotions, intentions, and social factors on learning.* Discovery in the neurosciences in the last ten years have revealed the extraordinary complexities of brain activity and multiple levels of processes interacting dynamically. These theories highlight more than the cognitive element, they explore *the dominant power of emotions and intentions on learning.* This research provides a blueprint for personalizing learning and a foundation for sequencing learning objects and relationships. It offers rules and guidelines to govern how to take all the objects and organize them for particular instructional and performance objective - put it all together. This research captures psychological and biologic influences to contribute greater pedagogical value between learning object and relevant learning relationships. The current behavioral emphasis is not enough.

(<http://www.trainingplace.com/source/research/researchdescription.htm>)

⁷² Bloom, C. P., Loftin R. B., (1998) *Facilitating the Development and Use of Interactive Learning Environments*, Lawrence Erlbaum Associates

- *Instructional environment* - The user interface for interacting with the system

In synchronous mode it named *adaptive e-learning* or *real adaptive intelligent learning system*.

Although the World Wide Web now is accessible almost everywhere, on-line instruction is not catching on as rapidly. In large part this is because courses must be assembled manually and cannot be adapted easily to individual student needs. Currently, less than 10 percent of U.S. Colleges and Universities and less than 7 percent of European Universities offer on-line courses.

To tap into a potentially vast market for distance learning, *Real Adaptive Education will develop the technologies needed to enable non-programmers to design courses rapidly and provide materials and interactive instruction that are customized for each student.*

It's plans to *integrate latent semantic analysis (LSA)*, an automated method of deriving meaning from text, *with radial basis function (RBF)*, a neural network that enables software to improve its own performance through machine-learning algorithms. The key technical challenge will be to integrate these two techniques, which are proven but have yet to be combined, to create an intelligent tutoring system that processes documents rapidly and precisely in response to the needs of the learners. The proposed *system will include a smart searching capability that is expected to improve retrieval of relevant documents for on-line courses* (current web search engines retrieve only 30 percent of relevant documents plus many irrelevant ones). The system also *will sort documents by topic into possible course paths*, reducing the time required to organize courses. In addition, the proposed system *will develop an internal model of each student to provide customized instruction and automatically tag courseware to keep track of it among the enormous volume of on-line educational material.*⁷³

„The system, created by the start-up company Knewton (US), has given the university a fresh way of addressing the continuous problem of students being unprepared for college math. But it also offers a glimpse into what many more students will experience as teaching increasingly shifts from textbooks and lectures that feed the same structure of information to a class of 300,

⁷³<http://jazz.nist.gov/atpcf/prjbriefs/prjbrief.cfm?ProjectNumber=98-09-0012>

regardless of individual expertise, to machines that study their users' learning patterns and adapt to them.

That excites some educators. George Siemens⁷⁴, a data-mining expert at the Canadian distance-learning university Athabasca, calls the traditional approach an inefficient model “that generates a fair degree of dropouts.”

Knewton dismantles that model. Ms. Allisone's 8:35 a.m. class is not a lecture. Although students are supposed to show up at a fixed time, and an instructor is there to work with them, the action is on screen. Knewton allows Ms. Allisone to skip past some concepts she gets, like factors and multiples. When she struggles with inverting linear functions, the software provides more online tutoring. Two students who complete the same lesson might see different recommendations as to what to do next, based on their proficiency...What time of day does a student best learn math? What materials and delivery styles most engage the student? Say you have the same concept explained in a video, in a textbook-like format and in Socratic steps. Knewton will associate a student's “engagement metrics” with those styles and use that to help determine the next step.” mention the article „Big Data on Campus”, by Marc Parry, Published in July 18, 2012 in The New York Times⁷⁵

As it said in “Adaptive learning white paper” under the site of Knewton - “Knewton improves learning outcomes” - there are many degrees and types of adaptive learning:

- single-point vs. continuous adaptivity,
 - adaptive testing vs. adaptive learning,
- but often these distinctions aren't made clear⁷⁶.

⁷⁴ George Siemens is writer, theorist, speaker, and researcher on learning, networks, technology, analytics and visualization, openness, and organizational effectiveness in digital environments. He is the author of *Knowing Knowledge*, an exploration of how the context and characteristics of knowledge have changed and what it means to organizations today, and the *Handbook of Emerging Technologies for Learning*. Siemens is a researcher and strategist with the Technology Enhanced Knowledge Research Institute at Athabasca University. *Knowing Knowledge* has been translated into Mandarin, Spanish, Persian, and Hungarian. Previously, he was the Associate Director, Research and Development, with the Learning Technologies Centre at University of Manitoba. His PhD, with University of Aberdeen, focused on how individuals sensemake and wayfind in complex information settings. In May 2012, he received an honorary doctorate through Universidad de San Martin Porres. (<https://tekri.athabascau.ca/content/george-siemens>)

⁷⁵ http://www.nytimes.com/2012/07/22/education/edlife/colleges-awakening-to-the-opportunities-of-data-mining.html?_r=1

⁷⁶ <http://www.knewton.com/adaptive-learning-white-paper/>

As we know, certainly is that an adaptive learning system responds to the performance or activity of a user.

„Taking in consideration single-point adaptive learning vs. continuous adaptive learning for example, we can see that a *single-point adaptive learning system evaluates a student's performance at one point in time in order to determine the level of instruction or material he receives from that point on*. These recommendations do not adapt to user activity and performance as the student moves through the course materials. On the other hand, *a computerized learning system that is continuously adaptive responds instantaneously (or near-instantaneously) in real-time to each individual's performance and activity on the system*.

Single-point adaptivity is generally used to evaluate proficiency in certain areas or sort students into appropriate levels, whereas continuous adaptivity is used to teach students and enable them to master various concepts and skills. For example, imagine a course that provides a diagnostic exam, the results of which determine the rest of the course. Such an experience would be an example of single point adaptivity. If, however, multiple diagnostics are employed in a course and recommendations are constantly updated based on other user data, the experience would be an example of continuous adaptivity.

When Knewton refers to adaptive learning, we mean a system that is continuously adaptive — that responds in real-time to each individual's performance and activity on the system and that maximizes the likelihood a student will obtain her learning objectives by providing the right instruction, at the right time, about the right thing. In other words, while adaptive testing answers the question, “How do I get the most accurate picture of a student's state of knowledge with a fixed number of questions?”, adaptive learning answers the question, “Given what we understand about a student's current knowledge, what should that student be working on right now?”

To provide continuously adaptive learning, Knewton analyzes learning materials based on a multitude of data points — including concepts, structure, and difficulty level — and uses sophisticated algorithms to recommend the perfect activity for each student, constantly. The system refines recommendations through network effects that harness the power of all the data collected for all students to optimize learning for each individual student.

Whether they offer single-point or continuous adaptivity, most adaptive learning companies today are building adaptive applications based off their

own content. Knewton, on the other hand, is not an app but a platform that will make it possible for anyone to build her own adaptive applications, using whatever content she likes.” in „Knewton adaptive learning”,⁷⁷

We can say, towards the end of this paper, that *Adaptive Learning Systems (ALS) can be implemented on the Internet for use in distance learning and group collaboration applications.*

The field of *distance learning* is now incorporating aspects of adaptive learning. Initial systems without adaptive learning were able to provide automated feedback to students who are presented questions from a preselected question bank. That approach however lacks the guidance which teachers in the classroom can provide. Current trends in distance learning call for the use of adaptive learning to implement intelligent dynamic behavior in the learning environment. During the time a student spends learning a new concept they are tested on their abilities and databases track their progress using one of the models. The latest generation of distance learning systems take into account the students’ answers and adapt themselves to the student’s cognitive abilities using a concept called „cognitive scaffolding” (is a learning process designed to promote a deeper learning. Scaffolding (Sawyer, 2006) is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals). A current successful implementation of adaptive learning in web-based distance learning is the Maple engine of WebLearn. WebLearn is advanced enough that it can provide assessment of questions posed to students even if those questions have no unique answer like those in the Mathematics field.

Group collaboration is also a hot field in the adaptive learning research area. Group collaboration is a key field in Web 2.0 which extends the functionality of distance learning. Adaptive learning can be incorporated to facilitate collaboration within distance learning environments like *forums* or *resource sharing services*.⁷⁸ Some examples of how adaptive learning can help with collaboration include:

- Automated grouping of users with the same interests.
- Personalization of links to information sources based on the user's stated interests or the user's surfing habits

⁷⁷<http://www.knewton.com/adaptive-learning-white-paper/knewton-adaptive-learning>

⁷⁸ “[Towards web-based adaptive learning communities](#)”

<http://www.ia.uned.es/~elena/papers/gb-aied03preprint.pdf>. Retrieved August 17, 2008

In conclusion, adaptive learning is a method behind which learning outcomes are achieved well than in traditional way, being that “computers adapt the presentation of educational material according to students’ weaknesses, as indicated by their responses to questions. Adaptive learning systems endeavor to transform the learner from passive receptor of information to collaborator in the educational process”.⁷⁹

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⁷⁹ http://en.wikipedia.org/wiki/Adaptive_learning

ASPECTS OF SPEECH DEVELOPMENT AT PRESCHOOLERS IN BILINGUAL COMMUNICATION ENVIRONMENTS

Assoc. Prof. Gabriela Kelemen⁸⁰
"Aurel Vlaicu" University, Arad

Abstract: *At pre-school age, children experience an unprecedented development on all personality levels, by widening and complicating the relationship with the environment, based on the requirements of activity and communication. Therefore, children face a rapid development of speech and thinking. The development of speech is determined by the evolution of thinking, which at its turn contributes to the assimilation of different aspects of language and vocabulary. In our study, we try to show to which extent a bilingual environment favours the speech enhancement at preschoolers, contributing to the development of several opportunities such as the development of linguistic creativity, of cognitive processes, facilitation of third language enhancement. In this respect, we have carried out a comparative study between the level of speech development at preschoolers in a bilingual and a monolingual environment.*

Key words: *bilingual, mental lexicon, syntagmatic, paradigmatic, lexical acquisition*

1.Introductory aspects

Language, as system of sounds and symbols is used by people to communicate, to express cultural identities in order to establish social connections. Languages are complex entities which differ by means of phonetics, lexicology, grammar, and vocabulary and of course discourse structure. Therefore, the number of phonemes – vowels and consonants – is different in each language. If we consider only the European languages, their number varies from 22 to 60 phonemes. Some languages are more “phonetic”, others less. On a grammar level, each language has specific means of word formation and sentence building. All languages have a wide vocabulary, which beside the common vocabulary also contains scientific and technical vocabulary, so that the lexis can reach up to several hundreds of thousands of

⁸⁰ Mail: gabrielakelemenuav@gmail.com

words and phrases. The speaker uses only a fraction of the lexis owned by a language. According to the latest research in the field, more than a half of world's population is bilingual. This can be the reason for the high interest in the impact factor upon the quality of language assimilation at population in bilingual environments. We are particularly concerned with the effect of bilingual studies upon the development particularities in the personality of pre-school children. All studies in psychology show that the most proper age to learn two languages is early childhood, namely pre-school period. (Jeanette Vos Ed.D. <http://www.earlychildhoodnews.com/earlychildhood/article>). If a grown-up faces difficulties in acquiring a second language, a preschooler will easily enhance two, even three languages at the same time without a significant effort. Research done in the past few years has proven that those preschoolers who have practiced second language acquisition in early childhood, up to the age of three, have improved their intellectual abilities in all areas. They have good results, a better integration in the environment, a more confident and open attitude toward the others.

After observing the way very small children acquire a language we can notice how easily and naturally they learn languages, if the learning methods are adjusted to their age particularities. Dryden and Vos stated in the volume *The Learning Revolution* that: "Children can learn almost anything if they are dancing, tasting, touching, seeing, and feeling information"⁸¹.

Learning a language contributes to the improvement of all psychical processes and also to their qualities: memory, curiosity, concentration, perseverance, and to the development of emotional and social abilities. The enhancement of a language involves different methods: listening, understanding and speaking, in the family and later on during the activities in the kindergarten. This is how the bases of future reading and writing are set (Ballantyne, Sanderman, & McLaughlin, 2008). The bases of mother tongue are set at home, in the first years of life followed by a lifelong improvement in educational institutions and social environment. If preschooler come from a bilingual environment, the acquisition is carried on simultaneously, starting with the child's birth (Oller and Eilers, 2002). Some authors claim that those children that live in a bilingual environment and learn two languages simultaneously have more creative linguistic competences and develop sooner from a cognitive point of view.⁸²

Children learn a language under all its different aspects:

- *phonetic*. Children have the inborn ability to produce sounds in any language. The rules according to which the sounds of each language

⁸¹Gordon Dryden, Jeannette Vos, *The Learning Revolution*, 1997

⁸²B. T., Bowman; M. S. Donovan; and M. S. Burns, editors. *Eager to Learn: Educating Our Preschoolers*. Washington, D.C.: National Academy Press, 2001.

are connected, in order to turn those into meaningful words are acquired through imitation. In the beginning, certain words are improperly uttered or substituted, but they are gradually improved;

- *morphologically*. Morphology sets the rules according to which words are formed in a language. In the beginning, children will utter easy morphemes, but later on, after the development of phono-articulatory apparatus and a certain life experience, their morphemes will be more developed and complex;
- *syntactic*. Any language has its grammatical rules that must be applied so as to build a sentence out of different words. Children enhance these rules step by step in everyday communication, at home, kindergarten and proper social environment. Sometimes, communication contains certain errors which are later on improved through constant practice;
- *semantic*. Semantic involves understanding the meaning of words and sentences. It is common knowledge that more words can have the same meaning or a different meaning in different contexts. Learning their meaning is a long-term process and proper results are acquired through practice.

A language can be easily learnt by using it in different social contexts of verbal communication. Preschoolers learn to use language in different contexts. Due to kindergarten activities and to their growing up they will learn to use their mother tongue properly and to use the second language in different social contexts: to ask for something, to perform something, to set rules, to follow them and to identify the subtleties of each language. When a child will be able to utter an intention in an intelligible language, s/he will prove that he/she possesses communication competences in that language. The interaction between child and adult is important in order to improve the language, to practice, correct, activate and enrich the active speech. The speech development can differ at bilingual children according to their preschool age, the ethno – demographic context, frequency and the multitude of practice ways.

Ways of stimulating speech at children from a bilingual environment:

- involving children in debates where they can practice their ideas;
- active listening of children involved in a conversation;
- quick answer the children's questions;
- encouraging children to take part in role plays that promote language learning in different contexts;
- training children to express their own feelings
- simulation of different jobs and linguistic structures used in this context;

- presentation of proper utterances by an adult;
- using games and toys as an intuitional basis;
- linking the objects under discussion to the children`s life experience.

The role of the adult, either parent or educator is extremely important in stimulating and practicing speech by pre-schoolers. Adults provide them an example of proper speaking, by correcting them and giving them the emotional support they need.⁸³

1.1. Aspects under research

Simultaneous acquisition of two languages is common practice in several countries, especially in multicultural communities. It is stated that for a child it is easier to learn two even three languages in early childhood, without consistent effort (Dryden & Vos, 1997). There are also opinions which state that learning two languages simultaneously is not such a positive thing, because they could face language learning difficulties, confusion and late speech development. The question that arises is whether it is necessary for a child to learn one language properly and later on to start learning another one, or if it is more effective to learn them at the same time. In our study we would like to prove that bilingual speakers acquire cross – curricular competences (*cross-language transfer*)⁸⁴:

- *they acquire metalinguistic abilities;*
- *they have a more powerful cognitive development;*
- *they acquire a richer vocabulary;*
- *they are more self-confident;*
- *they acquire more easily a third language.*

Bilingual preschoolers that use both languages frequently in current speech, at home, exposed to numerous opportunities to use both languages, acquire the same level of grammatical correctness and language knowledge in both languages. We would like to observe the extent to which active vocabulary, correct formation of grammatical structures are developed at preschoolers from bilingual groups in comparison to pre-schoolers from monolingual groups

Studies have shown that a bilingual person does not have equal linguistic knowledge in both languages, being more fluent in one of them.⁸⁵ In

⁸³ Cummins, *Language, Power and Pedagogy: Bilingual Children in the Crossfire*, apud Horváth 2008, *O evaluare a politicilor de producere a bilingvismului minoritar din România. Către o nouă problematizare*, 2000, p.53.

⁸⁴ Ellen Bialystok, *Bilingualism in Development: Language, Literacy, and Cognition*, York University, Toronto.

⁸⁵ E., Thordardottir, A., Rothenberg, M.E., Rivard, R. Naves, (2006). Bilingual assessment: Can overall proficiency be estimated from separate measurement of two languages? *Journal of Multilingual Communication Disorders*, 4, 1-21.

order to acquire language knowledge in both languages, preschoolers have to practice them regularly, at home, with their friends and at home. Children are distinctive personalities, with specific development and behavioural particularities, who even if exposed to the same educational influences, the way they acquire them differ.

2. Method

In our research we have carried out a comparative study between the level of speech development at preschoolers from a bilingual environment (speakers of Romanian and Hungarian) and those from a monolingual environment that learn intensively a second language in the kindergarten. Our aim was to highlight the extent, to which the vocabulary of bilingual children is richer, the utterances clearer and more expressive than that of monolingual children. We have applied a study in some kindergartens which have groups where Hungarian is taught, but also groups with intensive English teaching. We have compared an equal number of children, of the same age, same level of psycho-physical development and who have constantly attended kindergarten. We have chosen preschoolers whose level of Romanian is equal. In order to discover the speech development particularities of preschoolers we have done a comparative study based on the following coordinates: origin (family component), the level of linguistic dualism, the level of speech development compared to monolinguals.⁸⁶

We have identified a number of 85 children that use both languages: Romanian and Hungarian. Regarding their family component we have observed the following:

- 50% of the children come from families with both parents Hungarian speakers;
- in 30 % of the cases only the father was of Hungarian origin, the mother being Romanian;
- in 20 % of the cases only the mother was of Hungarian origin and in the family, Hungarian is only occasionally spoken;
- 10 % of the children do not speak frequently Hungarian at home.

In this case, we have based our study on those 50% who frequently use Hungarian at home. We have studied the denominational and communicative function of the language, the levels of development for the linguistic means used in verbal communication at bilingual and monolingual preschoolers of late preschool age.

⁸⁶ V.M. Gathercole, & E.M. Thomas, *Minority language survival: input factors influencing the acquisition of Welsh*. In J. Cohen, K.T. McAlister, K. Rolstad, and J. MacSwan (Eds.), *Proceedings of the 4th International Symposium on Bilingualism* Somerville, MA: Cascadilla Press (2005), (pp. 852-874).

3. Results

In order to carry out our study we have used a questionnaire based on the following aspects: lexical level, accuracy, pronunciation errors, accent specific to the mother tongue, the frequency of grammar errors in sentence building, regularity of speaking pace.

The lexis was submitted to quantity analysis and grammar correctness to quality analysis.

The level comparison, the tempo and the dynamics of development of the above mentioned parameters in mono and bilingual subjects, allowed us to state the following: *the results registered by bilingual preschoolers, by administrating them the whole set of techniques oriented towards the identification of speech development level in the mother tongue and the second language (its aspects, pattern and functions) have revealed a difference between monolingual and bilingual preschoolers.* The differences are statistically significant according to U test (Mann-Whitney) for $p = 0,05$.

We have analysed the tempo and the dynamics of bilingual development at preparatory group preschoolers. Simultaneous usage of both languages in everyday communication determines the development of tempo and the dynamics of bilingual characteristics. The level of second language acquisition is higher at children coming from bilingual families as compared to preschoolers that acquire second language only in the kindergarten on all researched levels. The differences in both groups are statistically significant after performing the U test (Mann-Whitney) for $p = 0,05$. The quantity analysis of the development process concerning the communicative function and the active lexis of both languages: Romanian and Hungarian, namely Romanian and English acknowledges our assumption that verbal evolution of preschoolers is determined by the usage of language in different contexts. A child's bilingual abilities are intensely developed also due to training and education within preschool institution.

Children from the monolingual test specimen are characterized by organized assimilation of lexical material in the mother tongue.⁸⁷ The study of the bilingual characteristics emergence at preschool age has proven that the subjects that use the languages in different contexts, at home and in the kindergarten, register a positive dynamics and a quantity growth of their linguistic results.

Therewith, it has been proven that at bilingual children the tempo of language acquisition is similar in the mother tongue and the second language.

⁸⁷ Cronin, V. S., *The syntagmatic-paradigmatic shift and reading development*, 2002, apud Wimmer, M. C. Howe, M.L. , *The Development of Automatic Associative Processes and Children's False Memories*, 2009, p. 12.

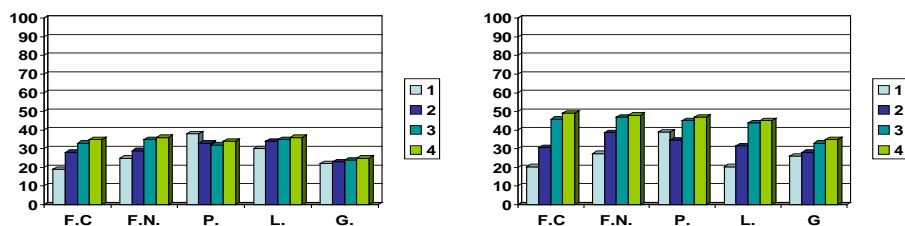
This fact is streamlined by the fact that in certain families, parents use both languages in everyday speech. Comparing the tempo of speech development in the second language in the Romanian – English test specimen, we notice that it is slower. A slight growth in speech development has been registered at subject from the second test specimen, corresponding to +0,29, as compared to +0,38 at the Romanian-Hungarian test specimen. The result is caused by discrimination in the communication means used by preschoolers from the second test specimen in using bilingual contexts. In our opinion, the pointed pattern of speech development at preschoolers facilitates a faster tempo of language assimilation, if used in the family – kindergarten environment, in relationship to adults and other fellow beings. The analysis of results revealed by the experiment identified significant individual differences in preschoolers’ bilingual development in the Romanian – Hungarian test specimen, as compared to the Romanian – English one. We have identified groups of subjects with a high, medium and poor level of speech development in the mother tongue and the second language within these two test specimens. The correlation of these levels in both languages is of high interest for us. Statistic data registered during the process of research highlight a variation in the level of speech development in both languages.

	Testing – mother tongue					Testing – second language				
	F. C	F.N.	P.	L.	G.	F.C	F. N.	P.	L.	G.
small gr	0,61	0,42	0,56	0,51	0,45	0,53	0,44	0,43	0,45	0,28
middle gr	0,69	0,49	0,61	0,59	0,53	0,54	0,46	0,49	0,48	0,32
higher gr	0,77	0,54	0,69	0,62	0,59	0,60	0,50	0,52	0,51	0,34
preparatory gr.	0,78	0,56	0,71	0,67	0,62	0,61	0,51	0,53	0,52	0,35

The number of highly bilingual children is growing: from 7,9% in early preschool age to 35,7% in higher preschool age. A similar dynamics is characteristic for subjects that have registered a medium level of bilingual development; their percentage increased from 19% to 38,2%. Among preschoolers from the first test specimen we have identified a number of 8 preschoolers that outrun the others both in speech and in intellectual development. These children speak both languages with a proper accent,

communicate actively, have a permanent epistemic curiosity, and are confident and sociable. In the second test specimen we have also identified preschoolers with a high level of speech development, but only in their mother tongue (10% of preschoolers). The number of preschoolers with medium development is 59% and with a low level is 31%. Approximately 69% of the children from the second test specimen registered medium and low indexes in the second language. The results of this experiment prove that incidental bilingual development cannot assure success and spectacular achievements in the evolution of second language acquisition.

NIVEL DE DEZVOLTARE A LIMBAJULUI BILINGV PE PARCURSUL PREȘCOLARITĂȚII



The quantitative analysis of data obtained after performing each test by all experimental subjects has proven that the most difficult part was the conversation, the description and the retelling in the second language. Most children could perform the tasks only after receiving help and suggestive questions. Major difficulties faced preschoolers from the Romanian – English test specimen in the following instances:

- in conversation, at finding the proper answer, they mostly repeat the words they hear at the adult they talk to;
- in using the vocabulary properly, they made several interferences and confusions;
- in elaborating grammar structures, which have no correspondence in the mother tongue

Preschoolers have to make connections between different words, in different contexts and they have to use the words in correct grammar structures in order to use properly the second language.⁸⁸

⁸⁸ Paul Nation, *Learning vocabulary in another language*. Cambridge: Cambridge University Press. 2001.

Conclusions

We have reached some conclusions in our research which prove us that coherent speaking in the second language is not that coherent because the second language is in a process of assimilation and consolidation. It is a process that requires constant practice in order to assimilate all its components. The experimental investigation revealed certain resemblance but also divergence in language usage at bilingual children: both languages have communicative function, are included in a group of homogeneous languages and cultural valences. Languages spoken in bilingual cultural environments function as means of correlation between personalities and the objective reality, but also as stimulation of the cognitive interest. They are also used to satisfy cognitive and communicative needs, as a fundamental means of “SELF” awareness.⁸⁹ After researching the evolution of language in heterogeneous environments we have noticed a positive dynamics from early to late preschool age. This dynamics consists of proper usage of vocabulary and grammar of the second language. Analysing the active vocabulary used by the subjects we have noticed that in early stages children know more words in their mother tongue, but as they grow up, they improved their vocabulary in the second language too. The most important influence in this process has the preschool institution and the activities within (De However, 2005). Bilingual preschoolers experience the so called *interference*, namely the influence of the mother tongue on the foreign language and vice versa. The accent characteristic to the mother tongue is kept in the second language, but also strong stress on phonemes. Preschoolers mistake the words and pronounce more frequently those from the mother tongue. In Romanian-Hungarian test specimen the interference is stronger in early years of bilingual development, later on it diminishes thanks to the difference between the communication environments. For the second test specimen we have identified two types of verbal and behavioural reactions. They are caused by age and character differences and by the amount of mother tongue knowledge. The efficient adjustment to the language spoken in a particular environment, other than the mother tongue, is influenced by a series of character-related qualities: sociability, tolerance, curiosity, adaptability, etc. For an early preschooler it is important to adjust to the new environment and to the educational situations where shyness, unsociability, unsecureness are factors that lead to a poor adjustment to the communicational environment. The teacher`s attitude toward the new comer is very important. Family, the relationship with the group mates are also of high importance. In our study, we have identified certain evolution

⁸⁹ higher cognitive abilities (Carter-Aldridge, 2009).

particularities of the bilingual dualism at preschool age. Early preschoolers (3-4 years) show initiative in communication by starting up dialogues with an adult in both languages. Their verbal reactions are answers to adults' questions in a certain language. Due to their young age, the answers are simple, with no complicated situational content and sometimes it takes a while to respond. In early stages, preschoolers use elementary grammar constructions in the second language. We observe that bilingual preschoolers do not have the necessary means to be fluent in certain communication situations, therefore their answers are chaotic, their speech is sometimes meaningless and oriented towards drawing the adult's attention. When they are under the impact of emotional reactions, preschoolers act in their mother tongue, irrespective of the language used in the communicational environment. Bilingual preschoolers use in their games, when the adult does not interfere, the linguistic system which is more common to them, that's why contextual elements are faster assimilated in the mother tongue. Therefore, we notice that the higher level of speaking in the mother tongue, but using a coherent, correct and properly structured vocabulary influences the acquisition of the second language. Contextual speech does not overlap the situational and it certainly does not eliminate it.

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Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068 – 1151
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LEARNING HOW TO LEARN – A KEY TO ACADEMIC SUCCESS

Militar Adela, Școala Generală nr. 5, Arad⁹⁰
Maxim Andreia, Colegiul Csiky Gergely, Arad⁹¹

Abstract: *The European key-competences derived from the paradigm of cognitive education focus on the need for long-life learning defined by the syntagm: „learn how to learn”. These competences are aimed at by the new Law of Education which directs the teaching activity towards the topic of metacognition. The present work presents the conclusions drawn from a study on the perception metacognition phenomenon among teachers and brings up possible path to follow in order to make metacognitive practices more efficient.*

Key words: *metacognition, „learn how to learn”, cognitive education, European key competences*

As expected, we start by outlining the main features of the concept of metacognition in order to set the framework of the research carried out by us. We go on by describing the research method we employed as well as the structure of the sample and we end by presenting the conclusions drawn from interpreting the results of the questionnaire.

Metacognition is defined as “knowing about knowing”, in fact the personal reflection on the way we learn, solve problems, etc. As a result, the metacognition is the knowledge an individual has about the functioning of his own cognitive system. In this context, it is stated the novices call on metacognition to a greater extent than the experts do, monitoring and controlling their own cognitive functioning. Hence the importance of developing the young children’s metacognitive skills, a task undertaken by school through its teachers.

The metacognition does not represent a unitary domain, and, as a result, it sometimes helps the subjects complete a task (i.e. planning, developing a strategy, global monitoring), and sometimes unnecessarily slows down the development of the cognitive action (re-awareness, checking, conceptualization etc.) As for the students involved in learning, the

⁹⁰ Mail scoalanr5ar@yahoo.com

⁹¹ Mail csikyg@yahoo.com

metacognitive skills give them the advantage of awareness: the planning, monitoring, and control over actions and processes.

If we consider the advantages of the metacognitive skills, we first notice that they play an important part in the development of the ability to transfer, the transfer from one domain to another of the metacognitive processes, i.e. the use of the skills and abilities in real life perceived as a course of continuous learning, of permanent adaptation to the various social and economic requirements. This essential ability, the metacognition, can be developed in children. Thus, through self-assessment, the student is forced to become aware of his representations, to reflect upon his strategies, to compare his actions to those taken by other students, to integrate external criteria into his own frames of reference, to actively manage the relationship between different tasks.

Another element that must be emphasized is that metacognition can combine with learning regulation in at least three situations, regulating the cognitive activity without interference from any metacognitive reflection if: a. the student's cognitive activities are guided by a procedure, a path to follow (work patterns which accurately describe the sequence of steps to be taken, without requiring the explanation, the analysis or the assessment of the process); b. the students controls his cognitive activities without interference from any metacognitive reflection (routine activities); c. the subject develops the actual metacognitive reflection.

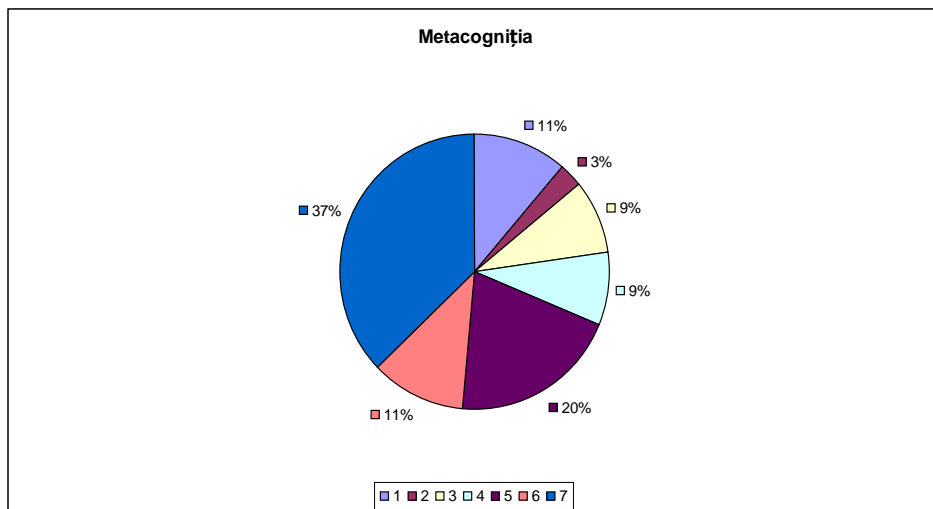
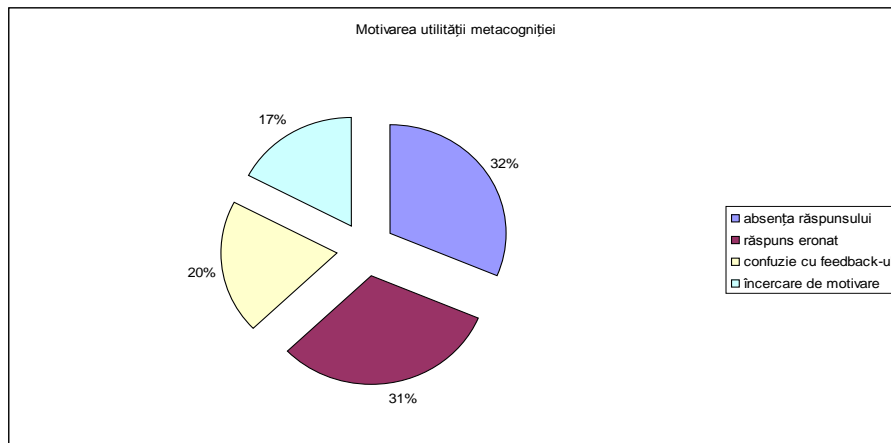


FIG.1 Metacognition

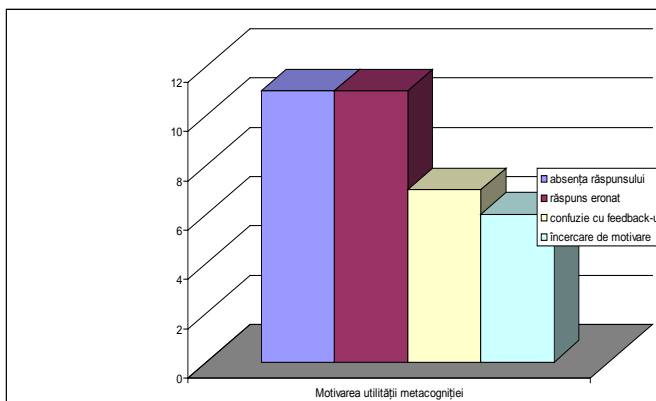
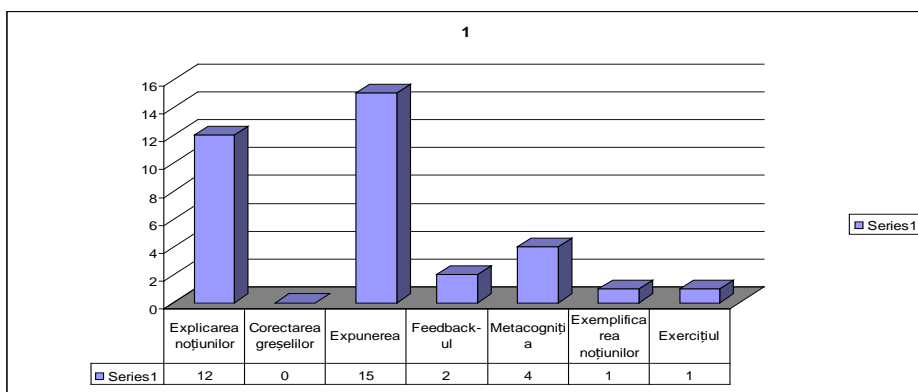


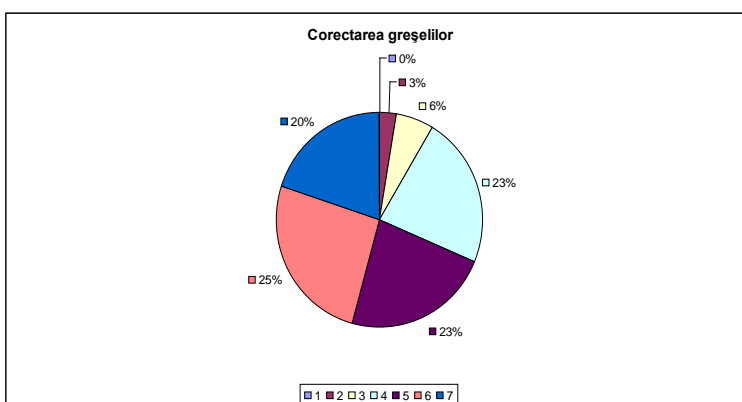
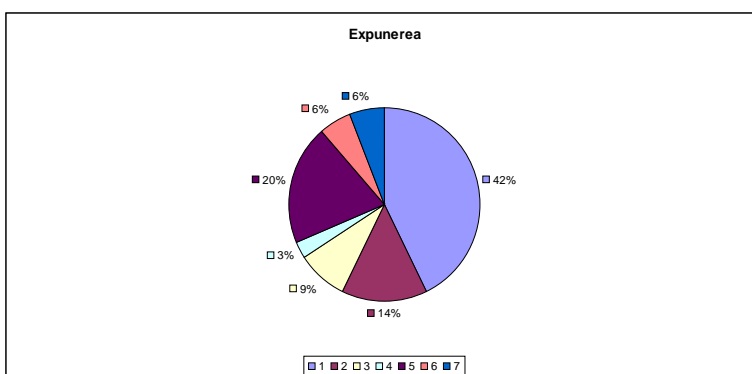
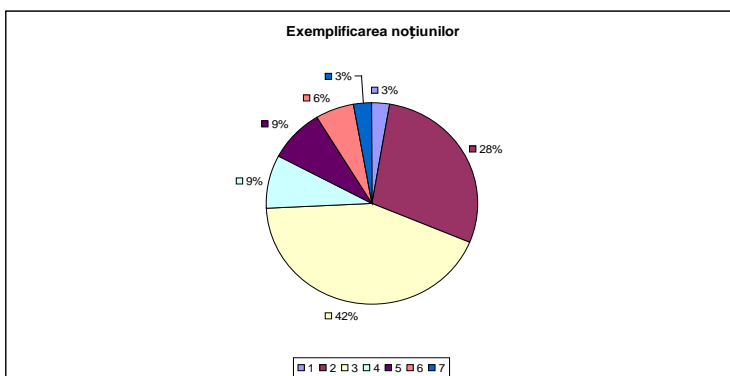
The research method we have chosen is of the quantitative type. The questionnaire (appendix 1) helps to create a holistic picture of the subject of research. The scientific literature states that quantitative methods ensure a higher degree of accuracy. The questionnaire comprises opinion questions and control questions concerning the topic of the research. The subjects were chosen on the following criteria: a. stage of education (pre-school, primary, secondary, high school); b. urban or rural milieu; c. mass education and special education; d. age. The questionnaire was administered in the following schools: 1. Liceul Pedagogic „Dimitrie Țichindeal” Arad; 2. Colegiul „Csiky Gergely” Arad; 3. Centrul Școlar pentru Educație Incluzivă Arad; 4. Școala Generală Vladimirescu.

The interpretation of results revealed the following key aspects which are to be remembered and analyzed.

The first task set in the questionnaire reveals the general opinion of the teachers who provide high quality education in accordance to the syllabuses which define the skills that are to be developed. These, as opposed to the methodology which put emphasis on the contextualized learning and places the students at the centre of the teaching process, promote teaching *techniques* such as *exposition*, followed by *explanation of terms and their exemplification*.

The diagrams below clearly show the high percentage of teacher who prefer to take actions which are necessary but not enough for a teaching process based on cognitivism. Nowadays teachers excessively focus on the traditional teaching approach at the expense of actions that favor feed-back, metacognition and even error correction and exercise, activities which are considered to be essential in the process of developing skills and abilities.





On the other hand, it can be noticed the teachers' preference to state and support the necessity of reflection upon the process of learning as well as

the necessity of students to verbalize it. Moreover, a contradiction of statements reveals the false perception of the promotion upon the metacognitive processes among students. The teachers claim a high frequency of these actions although they do not fall among their major concerns in their teaching activity.

Another conclusion drawn from the analysis of the answers to the questionnaire is the insufficient understanding of the concept of metacognition and its pedagogical and psychological configurations. What is more, we can notice the confusion in terminology or concept with the feed-back, i.e. the immediate or subsequent response to the process or its results.

In conclusion, metacognition is a concept adopted by teachers at a declarative level, either due to its furtherance in the present-day books of methodology, which are part of the compulsory bibliography for the teaching exams, or due to their presence in syllabuses and teaching guides that are used by teachers in their teaching practice. Nevertheless, the concept is not known, it is inexactly or incorrectly defined, which makes impossible the use of metacognitive strategies: clarification (evocation, description of the cognitive processes by the subject itself), analysis (establishing relations between processes, associating processes with contextual variables or with results), and conceptualization (deriving the properties of one's own cognitive functioning from various situations previously analyzed).

The nowadays teachers are not familiar with the objects on which the metacognitive activities can be carried out: one's own cognitive functioning (past, present or future), the external variable that influence it.

All in all, we can say that the majority of the present-day teachers choose to put into practice the principles of the traditional teaching knowledge to the expense of modern teaching.

APPENDIX 1

Questionnaire

1. Order the following activities you perform in the classroom (*add a number from 1 to 7 to establish a hierarchy*):

Explanation of concepts	
Error correction	
Exposition	
Feedback	
Metacognition	
Exemplification of concepts	
Exercise	

2. How do you encourage students to reflect on their own learning process?

.....
.....
.....
.....
.....

3. How often do you encourage students to reflect on their own learning process? (*circle the chosen answer*):

- a) every class;
- b) monthly;
- c) every semester;
- d) occasionally.

4. How do you encourage students to verbalize their own learning strategy?

.....
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.....

5. How often do you encourage students to verbalize their own learning strategy? (circle the chosen answer):
- a) every class;
 - b) monthly;
 - c) every semester;
 - d) occasionally.

6. Do you consider metacognition to be beneficial? (circle the chosen answer):
- a) yes;
 - b) no;
 - c) don't know.

7. Motivate your answer to the previous question:

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8. Define your teaching style using 5 key words:

9. Write three questions that you use to encourage your students to reflect upon their own learning process:

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10. Write three questions that you use to encourage your students to verbalize their learning strategy:

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11. Choose the items you would never use in your teaching activity (circle the chosen answer(s)):

- a) What is the relationship between the two concepts we have studied today?
- b) Which are the similarities between the things studied today and those you have studied before?
- c) How can you explain the difference between the two concepts?
- d) Can you distinguish between the two concepts you have studied?
- e) Which was the element that made the exercise difficult to solve?
- f) What haven't you understood in the lesson?
- g) Which element in the lesson was the easiest to understand?

12. Motivate the answer to the previous question:

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.....

13. What instruments do you use in order to encourage your students to reflect on their learning process?

.....
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Thank you very much!

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THE ACTION OF THE ECONOMICAL AND FAMILIAL FACTORS OF SOCIAL DIFFERENTIATION. CONSEQUENCES FOR EDUCATIONAL POLICIES

Matei Şimandan, Ph.D.⁹²
Aurel Vlaicu University of Arad

Abstract: *This article analyzes two of the mechanisms of social differentiation and the means in which they function in social practice: the distribution and redistribution of incomes, respectively the dynamics of family life. The references to the studies of Amartya Sen and Carolina Dewilde gave me the possibility to approach critically a series of aspects of the factors which contribute to social differentiation and to reveal the correlations and interdependences which intervene in this process. Based on this ground, I have formulated a few ideas regarding the controversial problem of the concept of cumulative advantage and disadvantage, as well as the possible consequences for the understanding of its means of manifestation in the practice of sociological research and in the social educational system in our country.*

Key words: *social differentiations, incomes, social chances, education, cumulative advantage.*

Introduction

The differentiation of individuals and groups is a process which implies effects determined by natural factors, as well as by social factors. The basic idea is that every society is structured in an assembly of social positions which are associated with obligations and functions, with the obligations being fulfilled by the members of society (cf. Cherkaoui, 2006, p.113).

Such an approach highlights two fundamental aspects: on the one hand, the social positions don't have equal importance for society, a situation which justifies the application of certain differential rewards; on the other hand, we are talking about the distinctions which can be operated between differentiation, ranking, evaluation and gratification.

⁹² Mail msimandan@yahoo.co.uk

As it was expected, the explanation of these processes was the object of different theories which brought under scrutiny the natural inequality of individuals, the property, the level of incomes, social ideologies and policies, the chances of education and social affirmation, the system of institutions, the dynamics of family life, the life style, ethnic or gender affiliation and the list can continue.

From this complexity of factors, this article will focus upon the influence of economical resources and the family in the process of social differentiation, as well as on the main consequences which take place for the action of the other factors which contribute to social stratification.

The distribution and redistribution of factors

The theories of stratification especially focus upon the fact that the main factor of social differentiation consists in the unequal repartition of the .. of society, whether we refer to economical goods or services, or to the level of incomes obtained from different activities developed by the members of society.

Although the economists and sociologists noticed the tendency of certain significant increases of the real income of the majority of the population, their distribution remains unequal, affecting especially the social categories from the basic levels of society, where we actually meet the most serious phenomena of destitution.

Approaching these issues from a more general perspective, Amartya Sen (2000) thinks that the evaluation of the real income meets a series of difficulties due to the diversity of human needs and of the social surroundings which intervene in this process. Among the sources of variation between the real income and the well-being that can be obtained, the author identifies the following aspects:

- The heterogeneity of the physical characteristics of people connected to age, sex, risk factors, disease or certain disabilities which determine different individual needs. Even if thorough the different mechanisms of social redistribution one endures a certain compensation of these disadvantages, they can't be fully corrected by means of the redistribution or transfer of such incomes.

- The variety of the conditions of environment (from the climatic surroundings to the geographic position), directly influences what a person can obtain from a given level of income, just as pollution and the risk of diseases from certain areas clearly alter the quality of life that the inhabitants from these regions can enjoy.

- The great majority of social conditions are those which directly or indirectly intervene in the practice of conversing incomes and personal resources in constitutive elements of the quality of life. Thus, we can include

aspects regarding the educational system, medical assistance or pollution, as well as those referring to the nature of communitarian relationships or certain social facilities.

- The differences which are recorded in the system of interpersonal relationships and the models of social behavior determine a great variety of systems of values and of the evaluation standards of certain social conventions and practices. These can be found in the individual's possibilities of using his personal resources in order to obtain self-respect in front of the other members of society.

- The distribution within the family, namely the means in which the obtained income is split among those who earn it and those who don't is an important factor in the correlation of personal chances with the general level of the family's income. "The well-being or the liberty of individuals within a family, writes Sen, will depend upon the means in which the income of the family is used to promote the interests and objectives of different members of the family (...). The distribution rules followed within the family (for instance, the rules according to sex, age and perceived needs) can constitute a major difference in the accomplishments or fails of individual members" (2000, p.100).

A special place in Amartya Sen's analysis is occupied by the differences in the individual capacities as opposed to the level of incomes. Since these capacities are difficult to measure, in this field more approaches have been designed: some take the form of direct evaluation by comparing the vectors of functions or capacities, other regard the comparison of different capacities, some involve interpersonal comparisons of incomes, others focus upon the incomes earned within the family.

By examining the possibilities through which the incomes of the family can be used in determining human capacities, the author draws attention upon three major demands: in the evaluation of the level of the equivalent income we must take into account the means in which the income influences the relevant capacities, because the conversion rates must depend upon the basic motivation of the evaluation of the capacity; in the practice of research one must make the difference between the income as a unit that measures inequality and the income as a means of reducing the inequality at the level of capacities, because the transfer of incomes isn't always the best means of counteracting inequalities; although the income represents an important tool, it can't provide sufficient information upon the concepts of the "gaps" of income upon the social space involved.

Based on these aspects, A. Sen brings a series of arguments referring to social justice and the phenomenon of destitution, a phenomenon which can't be regarded solely as a simple insufficiency of income, but especially as a deprivation of the capacities that a person must possess. In her opinion, the

arguments in the favor of approaching destitution from the perspective of individual capacities are: as opposed to the low income which has an instrumental value, the concentration upon the deprivations generated by the lack of income has an intrinsic importance upon capacities; the income isn't the only instrument that generates capacities – in this field there is an array of factors and influences; the instrumental relationship between a low income and low capacities is different among individuals as well as among families and communities seen as a whole.

For our discussion the third aspect has a special importance for the evaluation of the political action focused upon the reduction of inequality and destitution, for at least the following reasons: the relationship between income and capacity will be seriously affected by the age and sex of the person, by the health state of one individual or the other, by geographical localization, by the health state and other variations that the person can not control; the disadvantages met in the conversion process of incomes into capacities can be more intense than what we see in the space of the income, especially when we talk about old or disabled people; in cases when the income of the family is used disproportionately for its members, it is possible that the size of the privation applied on the neglected members can't be properly reflected from the perspective of the family income; there are economical and social cases where the relative privation regarding the incomes can determine an absolute privation regarding the capacities and the participation to the life of the community, as in the case of countries where, in order to obtain the same social functions, an increased level of incomes is necessary.

The idea that the American economist and sociologist supports is, on the one hand, that of a distinction between the inequality of the income and economical inequality, the relationship between the inequality of the income and the inequality existent in other spaces being owed to different economical differences “other than the income which affects the inequalities from the level of the individuals' advantages and fundamental liberties” (2000, p.145).

On the other hand, it draws attention upon the fact that the retribution of the income or the supply of public services for people who are disadvantaged from the point of view of incomes can have negative effects for the functioning system of market economy. Even if in modern societies there are certain normative principles the services of medical and social assistance or of educational facilities, they can be supported through social policies only to a certain point, for the simple reason of limited economical resources.

Amartya Sen doesn't forget to discuss a series of deformations which appear in the supply of certain help and social facilities: due to the asymmetry of information, there is the possibility of including the really poor people among those considered poor; in order to stimulate the activity of individuals who are able to work, the level of social support must be adjusted so as to

determine an economic behavior in accordance with the principles widely accepted by society; the solicitation of a person to be identified as poor can have effects upon self-esteem or upon the respect shown by other people, as well as upon the emergence of certain phenomena of marginalization and social stigmatization; because the beneficiaries of social support aren't strong enough in their political support, they will lack the programs of social action or to maintain the quality of the services provided, thus encouraging corruption and state bureaucracy.

The effects of family dynamics

As a social institution, the family is made up of a set of roles reciprocally dependent, while being an important factor in the differential spread of the sources of society which are transmitted to future generations. From this perspective, we can suppose that if somebody is a member of an elite family will inherit, next to a part of the economical resources, the social prestige connected to its name with the entire carousel of privileges which emerge from here.

Referring to these aspects, the social theories insist upon the differentiations instituted upon the position of the family in the stratification system, the individuals' characteristics who are to be socialized and the children's own socialization. The starting idea is that the parents' socio-economical status and their living conditions manifest themselves on the content of children's socialization. Thus, the use of symbols, responsibility, personal initiative and the complexity of work etc are aspects which are connected to the specific of high and middle classes, while the manipulation of physical objects, task standardization or subjection to authority are typical to low classes. Numerous studies have highlighted the idea that the familial environment significantly influences the educational and professional results of children and youths, as well as the modeling of their education competences. Moreover, these studies have shown that the aptitudes for learning have a strong effect upon educational success and upon professional accomplishment, independent of the social origins of the family. In other words, the educational system and the familial environment influences status accomplishment mainly thorough the effects transmitted by the psycho-social processes, without excluding the aspects referring to chance equalization and those of personal income.

Caroline Dewilde (2003) goes even further and suggests a re-conceptualization of the approaches regarding social exclusion and destitution, by considering the cycle of familial life or "the political economy of the course of life". In her description of family dynamics, the author uses terms such as: longitudinal information, balance of needs and resources, vertical redistribution, under-privileged groups, the size and structure of the family, the

inequality of the chances of services to education and health, the phases of family cycle, the relationships within the family and other institutional spheres, age stratification, familial transitions, social changes or strategies of familial action.

From this enumeration it is hard to understand the complexity of the analysis of the factors which influence the social and temporal trajectory of the family, and, at the same time, the construction of the course of family life as a social institution. Moreover, the introduction of the distinction between “the stratification of the course of life” (referring to the means through which social state, the economical situation and the family influence the differentiation and inequality between individuals and groups) and “stratification upon the course of life” (which bases itself upon the hypothesis of increasing the cumulative advantages and disadvantages which take place along the years in a family or a social group) can formulate a new background of analysis for the research of social exclusion and destitution, as well as for the identification of the effects of a possible interaction of the factors which define the process of social stratification.

For the present discussion it is also important to note a number of changes that took place in the contemporary family. Referring to these changes, Ulrich Beck and Christoph Lau (2005), Jean Francois Dotier (2006), Daniel Caro, James Ted Donald and Douglas Willms (2009) talk about the phenomenon of "deinstitutionalization" of the family in industrial and postindustrial societies, a phenomenon that is reflected, on the one hand, by the increasing number of divorces, separations and free union and by the increasing number of single parent families, restored families or children born outside the family. On the other hand, a number of important changes were recorded in the structure of power within the family, the patriarchal authoritarian model being gradually replaced with the democratic model. This model has led to changing democratic social roles within the family: the role of women is no longer limited to that of mother, and the children's role won autonomy especially in the plan of their own responsibility.

On the same line of transformations, we can talk about a new division of domestic activities, about the transactions that occur regarding certain decisions, about strategies related to the career or education of their own children. Such changes must be correlated with the effects of the development of consumer society, the expansion of mass education, the progressive entry of women into the labor market, as well as the affirmation of new relationships between parents and children through the action of so-called "greenhouse generation".

Reporting the matters mentioned in the process of stratification, we should also highlight the problems concerning family structure, namely the number of children, their birth order, the interval between the births, the level

of investment in education in this field and so on. The existing theories attempt to explain the decrease of birth rates in modern societies, starting from an individualist point of view – the options of the parents. In the work of Gary Becker (1998), for example, it is believed that parents act as rational actors that satisfy their preferences in terms of costs, benefits and risks of their behavior. *Mutatis-mutandis*, the increased maintenance costs of a child in our society, low mortality, the increasing independence of women, their desire to assert themselves professionally, as well as the parents' option for quality in education and the life chances of their children led to declining births.

It is interesting to note that although Becker presented his theory as an "extension" of Thomas Malthus's analysis, also regarding the consideration of the family as a decision-making unit without any division within it, he denied the conclusion of Malthus, according to which economic prosperity determines population increases. In Becker's analysis, the effects of economic development are reflected rather in reduced birth rates, the main argument being that of the parents' options for the quality of education of their children approaching, a thesis close to the approaches in social theory. The latter argue that the decline in birthrates is the result of social development aiming issues such as expanding education, empowerment of young women's access to birth control facilities, family planning and the increasing decision-making power of the women within the family.

From the point of view that interests us here, Marian Vasile (2008) highlights the importance of studies that explore the advantages and disadvantages of families in which both spouses have income, the way in which families influence the transition on the labor market, how families are affected by their jobs, the way in which the work-family commitments differ along the life cycle, the risks faced by single parents or by reconstructed families from the perspective of achieving social and professional opportunities for children.

Tightly connected to the issues mentioned above is the dynamics of social training for certain socio-professional categories. From this point of view, the level of education that an individual can access is determined, along with the related components of his personality, by a number of social conditioning, in which the economic inequalities of the families have a fundamental importance. Researches in this field have revealed two main ideas (cf. Hatos, 2007; 2010):

- the existence of a significant correlation between the level of education and the status held by the individual or family in the social hierarchy
- the development of school systems did not exclude differences between the chances of the individuals coming from different social groups regarding the access to high school levels.

Thus, the inequalities regarding education involve both a reference to the existence of a number of social groups among which the question of inequality is asked, and to the school system itself, differentiated into a number of hierarchical levels to which this problem arises.

In both cases variables such as the following occur: the tuition fees, the concentration of schools in big cities, prejudices about different ethnic groups, the cultural level of the family, the family's predisposition to invest in education, the performances obtained by the individual at previous levels of schooling and so on.

The controversial problem of cumulative advantage

The careful study of social reality highlights the many factors related rather to the chance of a life: the family of origin and its size, the education level, the geographic location, the income level, the type of wealth, ethnicity, professional prestige, political power, state health, the behavior of saving or wasting, the area of residence etc., which together constitute cumulative advantages or disadvantages.

Analyzing such phenomena, Thomas DiPrete and Eirich Gregory (2006, p 280), for example, came to systematize some operating conditions of the cumulative advantage, whose importance in terms of social differentiation are well known:

- The growth rate in the variable of a result of comparative advantage is a function of the current values of that result.
- The small advantages or disadvantages at an initial state tend to grow along various stages of the individual life.
- When the growth rates of a variable correlate with elements of social status, status inequalities show a rising trend.
- As a result of the effect involved by the cumulative advantage, the inequalities will increase at both levels of the individuals and the social groups.

The underlying idea deriving from the statements above is that "the cumulative advantage becomes part of the explanation for the increase of the inequality in the situation where the present levels of accumulation have a direct effect on relationships from the future levels of accumulation" (2006, p.272). In order to support his ideas, the authors use the findings of research conducted in different socio-economic areas, as well as those regarding the effects of cumulative advantage over the life cycle of the individual.

As an example, I will mention a few important issues encountered in the literature studied, aspects that serve to formulate hypotheses and explanatory theories of stratification according to the dynamics of contemporary society, as follows:

- The people best placed in the stratification system not only obtain considerable material benefits but gain additional prestige through the position they hold. Quite often, these people fail to convey the advantages they enjoy to their children, relatives or friends, who in turn can use them to get even more benefits. In other words, the advantageous position occupied by a person in the stratification system contains *in itself* the possibility of cumulative advantage.

- The children of political figures, of famous artists and athletes, of successful people in business and so on, although they may claim to have reached the position of their career based on their own efforts, "there is no doubt that they leave with the advantage of having their name recognized and with the relationship that other children with ordinary parents lack"(Goodman, 1999, p 176). So it is that the cumulative advantage not only serves to maintain the stratification system, but also to strengthen the existing differences in the allocation of society resources.

- The small differences in talent in the world of artists, doctors and athletes can produce disproportionate rewards in the competition functioning on the labor market and that of the awareness provided by the mass media. The level of popularity which returns to these categories of stimulates them to produce large quantities of goods and services and this system of unequal stimulation tends to amplify the differences of rewards regarding the very close individuals in terms of skills and talent.

- The effects of cumulative advantage can be found in the results obtained by an individual or another in the school journey. Be it skills, intelligence level, quality of teachers, the existing infrastructure in the school or educational institution reputation, academic performance occurs as a result of cumulative advantages specific to certain categories of people.

- The early career promotion in the conditions of professional competition is a premise of cumulative advantage, compared with those individuals whose promotion is slower or spanning over longer time periods. An important role in this process is investment in education, the effects obtained by those who invest in early education is cumulative advantage compared to those who invest later or those who invest limited resources.

It is important to note that the cumulative advantage can be seen as a form of cumulative disadvantage. The differences of social class, ethnic group, family status, educational level, possibilities of guarding one's health, as well as discriminations in gender, age and proximity are so many circumstances that contribute to aggregation of disadvantages, according to the principle "the poor get poorer" or "bad luck gives birth to another misfortune".

The conclusion to be drawn from this analysis is that the social differentiation mechanism involves considering both the differences regarding economic status, professional prestige, economic resources, education, quality

of life or lifestyle, as well as issues such as: group ideology, personal influence, the social accessibility of the position, the attitudes and personal values system or health conditions. It remains to be seen to what extent will sociological research and social assistance capture significant developments in this regard and the direction of these developments to a better design and implementation of social policies.

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TEACHER PERSONAL DEVELOPMENT- A PRIORITY OF THE PRESENT AGE

Dana Sorana Urs⁹³
Politehnica University of Bucharest, Romania

Abstract: *The author discusses the concept of teacher personal development with the purpose of revealing the necessity of including aspects that, up to the present, have been ignored. The new context of globalization and development based on knowledge and innovation has opened the necessity of an increased focus on the quality of teaching. As a function of human psychology, quality cannot be pursued without considering intuition, creativity and introspection skills. The paper examines the possibility of stimulating the inborn capabilities of teachers by resorting to a recent method of activating the Individuation process postulated by C.G.Jung.*

Keywords: *Self Realization, transformation, thoughtless awareness, physical health, yoga*

Purpose of the paper

The paper aims at revealing the necessity of enlarging the scope of Teacher Personal Development with a view to including elements that, up to the present, have been neglected by the existing educational programs and plans.

General context

If we are to refer to the general context of a unified Europe, we could start by saying that globality and the unprecedented development of science and technology have created the necessity of an increased focus on knowledge and innovation. The new models of economy are known to require a holistic image of innovation where its different components are dealt with as an assembly involving teams and resources engaged in new types of production, marketing and organization.

⁹³ Mail danaurs2002@yahoo.com

It is in education where innovation needs to be promoted in the first place because it is at this level that pupils and students internalize the idea of creativity, the need for producing new solutions and the openness to novelty. But how could such an enterprise be successful without the expertise of teachers who should possess the competence of developing creational skills in their learners in the first place? In one word, education should start not with the pupils or students but with the didactic staff. And, it is for this reason that Teacher Development comes out as a priority in the present educational documents. However, the new teaching abilities and skills have an integrative nature that is still difficult to define. Skills like awareness of the actual learning needs, sensitivity towards learners as persons, enabling students to perceive their weak and strong points as well as master their emotional sides, helping them to enforce self respect, tactfulness and sense of collectivity are still vague and left to be solved by teachers' own intuition and interest. It is true that the educational process is primarily centered on developing learners' personalities. But, in order to ensure the best possible development of learners' motivation, attitudes and skills, teachers are supposed to undergo the same process beforehand. Until and unless educators have not been properly transformed as personalities, the educational process at large will remain half-baked. Part of the reason is that, unfortunately, despite of the richness of materials elaborated, the teacher personal development still appears to be a slippery concept that can mean a multitude of things to a multitude of individuals.

Teacher development – Background

The development of the teacher's personality is basically a function of human psychology that, unless underpinned by accurate psychological guidelines, could end up in neglecting essential zones in the human beings involved. Personal development does not mean, in our opinion, conformance to external parameters but a set of subtle features pertaining to the uniqueness of human nature. The psychological dynamics underlying personal development involves a scale of needs (Maslow) ranging from the lower (physiological needs, safety needs etc.) to the higher (social needs, esteem needs, actualization needs). The top level is Actualization or Integrative psychology involving value sharing and full responsibility to the needs of the respective parties. It is at this level that masters and learners fulfill their needs of Actualization where intuition and creativity appear to be invaluable conative dimensions. However, intuition or insight has not been explicitly included in the present materials on personal development. Among the reasons, one might list the insufficient data on the topic, the difficulty of training by using the conventional methods, the preconceived ideas created by the previous exposure to other types of training or the deeply felt reluctance to

accept novelty with its involved changes in the perception of oneself and of reality. Intuition usually implies the perception of hidden relations among things that seem totally unrelated to the ordinary mind and also a strong attraction towards the New and the Strange. This function of the human psyche is related to the unconscious which includes elements outside conscious awareness that are organized into archetypes usually reaching the conscious mind in the form of metaphorical images present in dreams and revelations or in the form of abstract representations (mathematical, geometrical or chemical symbols and figures).

Alongside Rational Thinking, Feeling and Sensation, Intuition plays an important role in the human psyche. Thus, equal consideration has to be given to all these four components underpinning personal development as a complex, dynamic process the governing Principle of which is the Self. Being the controller of the entire process of evolution from the original state of unconsciousness up to the highest state of enlightened awareness, the Self actually guides the dynamics of Self Realization or Individuation. A concept created by Carl Gustav Jung, Individuation refers to the discovery of the Self and replacing the Ego by it as the center of personality. Closely related to Maslow's actualization, the Self Realization generates the awareness that the individual is part of a higher psychic entity (the Self) from which it is however, distinct. The final outcome is a revolutionary transformation of the individual who acquires a higher, subtler perception of Reality and Truth thereby becoming detached from his/her previous trivial and limited motives and ways.

If we were to refer to the relevance of Self Realization to the teacher development we might stress out the fact that such a practice and resulting state would have good chances of helping teachers to effectively articulate their own approach to Personal Development. Personal development is strictly personal and limited to the unique and also universal nature of the respective person/teacher. As such, it cannot be either artificially forced from outside or mimicked by an elaborate, self imposed attitude. On the contrary, Teacher Development is a process and a new state that has been reached after a gradual transformation from a previously unmotivated, self complacent, non-ambitious individual to a new level where he/she is able to perceive the Truth about himself/herself as part and parcel of Reality, to assume his / her latent qualities and manifest them within the harmony of the entire cosmos. Second, the new stage enables individuals/teachers to attempt raising their own learners to the same heights of intellectual and spiritual knowledge where the latter are motivated to abandon routines and frozen ideas and "take the sky as the limit".

But, how relevant ascending to such levels would be for teachers in particular? To begin with, teachers are human beings not essentially different from other segments of population. Their primordial concern is

physical health, safety and a certain level of prosperity as prerequisites of all life achievements. As far as health is concerned, it is generally accepted that, despite its progress and sophisticated technology, conventional medicine is still short of answers to the treatment of a long series of illnesses (e.g. the psychosomatic diseases) which are increasing every year. The etiology of high blood pressure, cardiovascular diseases, diabetes, cancer, psychic disorders etc. is still largely unknown, a fact which accounts for the rather low life expectancy especially in the advanced countries. In order to control the invisible zones of the human body, doctors resort to chemical drugs that are responsible for producing reactions like stress, lack of energy, sleep disturbances, irritability or depression.

Despite the current advances in physics that have discarded the mechanistic views on man and matter, both conventional medicine and the large public are still reluctant to move over to a holistic, global conception that integrates biological, social and psychological phenomena into a single whole. It is in this context that the cultural heritage of “yoga” which is known to encompass both the physical and the psychic aspect of human beings has gained a considerable momentum. Unfortunately, the false so called gurus who have been distorting and trading the ancient yoga for money – making purposes and destructive purposes have given a serious blow to the good name of yoga. The result is that people reject it altogether or, at best, reduce it to a science of physical and breathing exercises.

Most of the persons, however, are ignorant of its true essence which consists in the union (“Yoga”- to join, Sanskr.) of the Primordial Energy situated in the sacrum bone with the cosmic energy storing the entire information of the Universe. The reappraisal and updating of this ancient philosophical literature in India on this topic was made possible by Shri Mataji Nirmala Devi, a modern Indian personality, who has rediscovered Sahaja Yoga (“Sahaja”- spontaneous, effortless, in Sanskrit) originally described in Markandeya Purana centuries ago. Her contribution to developing a new type of intelligence called Spiritual Intelligence consisted in enabling people to awaken the above- mentioned energy (called Kundalini in Sanskrit) due to the subtle, inborn capacities of our Central Nervous System. Irrespective of one’s way of life and religious beliefs, the person whose Kundalini rises and pierces the limbic zone in the brain, feels a subtle breeze from the palms and top of head. To begin with, the repeated experience, which is consistent and verifiable, results in various diseases getting cured. Thus, the regular practice of Sahaja Yoga triggers the cure of migraine, anxiety, neurosis, arthritis, spondylitis, diabetes, asthma etc. ,a fact which has been supported by clinical observations and systemic research conducted within numerous doctoral projects, mainly in India, Russia and Australia.

The raising of Kundalini gives the human being the Self Realization or the state in which one realizes that he/she is not the physical body, not the emotions, not the thoughts but a higher, spiritual entity called the Self. It is in this state that the individual gradually becomes aware of the qualities of his/her subtle energy centers located along the spinal chord. Sahaja Yoga, different in some ways from the other types of yoga, transforms people who, in their turn, start transforming their environment (other human beings and objects). As a by- product of Self-Realization, one starts enjoying physical, mental, social and spiritual well-being to which each subtle center contributes with its powers.

In order to give the reader an idea of what these qualities imply and of how relevant they are for the balanced, healthy state of human beings-hence teachers- we shall provide below a short enumeration of the subtle centers and their specialized functions.

The first center

It is situated in the sacrum bone, governs excretion and genital organs and is also involved in the equilibrium of all the other centers. When “awakened”, this center brings forth vitality, good health, purity of desires, innocence, self-control, wisdom, confidence and a sense a right direction. **The second center**, located in the aortic plexus (two centimeters below the navel) controls the kidneys, lower part of liver, pancreas, spleen and intestines. When in balance, it bestows good memory, focused attention, creativity, the power to see the truth and sense of aesthetics upon the individual. This center can be damaged by excessive thinking and planning and also by excessively emotional states and pondering over the past events. **The third center**, located at the navel, is the center of welfare through which man uses nature’s resources and becomes prosperous. It governs the stomach, liver and intestines and, on the subtle level, it operates in the field of business planning, financial problems and logic. The damage can come from bad diet, miserliness, household worries and panic. The next center is rather a zone encompassing the abdomen that provides the ability to distinguish between truth and falsehood and also the ability to raise one’s attention out of the “ocean of illusions” into the awareness of reality. **The fourth center** is represented by the cardiac plexus the function of which is to provide immunity and a state of courage and confidence. It can be damaged by impure, materialistic desires, worldly attachments and selfishness. **The fifth center**, located in the cervical plexus, governs the organs situated at this level and also the qualities of self respect, detachment, diplomacy, compassion, discretion and integration into the collective. The feeling of guilt, criticism, sarcastic talk, aggressiveness or inhaling of smoke can seriously impair this center. **The sixth center**, present in the optic chiasma (center of the forehead), governs the eyes and also the

power to get detached from the past through forgiveness. The attack may come from wobbling, impure eyes, unstable attention and inability to forgive. **The seventh center** – present in the limbic area of the brain – incorporates all the lower centers and integrates them into one single whole. Upon Self Realization, it is awakened and spontaneously provides man with the awareness that makes him/her perceive the all-pervading energy holding the universe together. In this vibratory awareness, one feels energy/vibrations in his palms and top of the head as messages about his/her own state of health and also about the physical and emotional state of other people. Moreover, these vibrations can be used to cure one's own energy centers and also the centers of others.

Thus, Sahaja Yoga appears, in our opinion, to be relevant to our times because it touches life at all levels and has the power to embrace not only the health, emotions, behavior and intellect of people but also human relationships, economics and spirituality of life. It is true, however, that these vibrations, which are similar to electro-magnetic waves, are not fully understood at this moment. It is only their effects that can be measured by scientific devices and that have contributed to the concept of Holistic Care by which an individual should be treated as a whole including his/her environment as well. The 2nd c. BC sacred writings considered yoga to be the basic technique to strengthen the body health for higher states of consciousness, a fact which preserves its validity even today when the challenges of modern life are higher and when man's inner, latent potentialities need to be developed in all directions.

The cause of man's troubles, hence teacher's troubles is that he/she is not in balance - a serious obstacle to personal well being that can be overcome by the sixth sense of vibratory awareness mentioned above. Imbalances and diseases that attack the person's / teacher's equilibrium, health and efficiency in his/her family and working environment could be "cured" by practicing Sahaja Yoga. This includes norms of psycho – social behavior involving thoughts, attitudes, family relations, social behavior and culture in order to ensure the proper functioning of the energy centers in the body. Thus, Sahaja Yoga has updated the ideal behavioral pattern already mentioned in ancient texts, that triggers the optimal functioning of the entire organism in the absence of which, imbalances, stress and eventually diseases occur. Through the control of people's own emotions (anger, hatred, fear, frustration, helplessness etc.) their attitudes and perception of events change to a state of predominant peace calm, sense of security and confidence in front of life changes.

Already in practice in different parts of the world, the method of Self Realization represents the actualization of the laws that challenge people to abandon the previous stage of limited knowledge and experience and ascend to

a new level of global knowledge and holistic integration. At this stage, the individual becomes thoughtlessly aware, thereby spontaneously perceiving the condition of another person or of the collectivity. At a still higher level, man becomes a Universal Being endowed with a powerful sense of vibratory awareness that enables him/her to perceive the truth about his environment and even to produce beneficial, “healing” effects on society and nature.

Our Solution

The scientific studies performed on Sahaja Yoga effects upon the human well being have shown that the practice of meditation can bring about considerable improvement in the human health, body and brain. Although a poorly understood discipline, meditation appears to help develop the unconscious micro- behaviors that produce widespread effects on physical and psychological functioning. Sahaja Yoga meditation is different from other meditation types because it promotes the experience of thoughtless awareness based on the original tradition. This seems to be the only method creating a state in which the excessive agitation of the mind is neutralized and still enabling one to focus on the “present moment” while maintaining alertness and effectiveness. The technique, that is extremely easy to practice, allows the energy centers in the human body to be enlightened. Their qualities become cleared and “enlightened” thereby changing one’s consciousness to a level which fulfills one with peace, balance, alertness and increased spontaneous knowledge. The advantage is that Sahaja Yoga meditation produces a characteristic theta wave activity (visible in EEG detectors) in the front and top of the brain which does not appear in other techniques and is directly associated with enhanced concentration, stress relaxation and feeling good inside.

The research conducted by the Medical Research Program (MRP) in Sydney, Australia, has revealed the peculiarities of the Sahaja Yoga meditation as opposed to other techniques or conventional relaxation. The Surveys demonstrated that the Sahaja Yoga participants improved their coping resources for personal and external challenges, thus suggesting that this technique could be an asset of teacher staff training programs. Therefore, if we are to acknowledge the profound effects of the thoughtless awareness / mental silence in the Sahaja Yoga meditation that remove anxiety and improve cognitions, perceptions and the whole body-mind wellbeing, the possibility of including it in the teacher development courses appears to be promising. Such an enterprise could be designed and implemented as a pilot study involving teacher volunteers enrolled in meditation groups and parallel control groups. The pre and post – experiment variables and measures should be conducted by resorting to rigorous scientific standards. The outcomes of the research stages

and the quantitative and qualitative feedback could also be a starting point for further teacher educational research.

Conclusion

If we are to refer to the chances of including Sahaja Yoga meditation in the present teacher development programs we would say that an outward, clear answer is difficult to give. On the one hand Self-Realization cannot be imposed by guidelines or regulations because the decision is strictly personal and depends on the inside need for filling in the spiritual gaps in one's life. Second, another difficulty is that the trainers conducting the meditation sessions suggested above have to be practitioners themselves. The last, more problematic obstacle comes from the difficulty of accepting the very theory involved. The reason is that our culture as well as the entire western tradition is still skeptical about yoga in general, mainly on account of the unauthorized systems circulated. Also, the theory presented appears to include unconventional and still controversial ideas. Last but not least, the existing studies on the topic are predominantly found in Indian scientific literature that are not easily accessible to the western world. Nevertheless, teacher development is part of the inextricable law of progress and symptomatic of the deeper historical necessity whose origins are found at the very core of the psyche. Our opinion is that, maybe, the time has come for our genuine development as teachers to shift from external, materialistic measures to the deeper world of the human psyche governed by the Self.

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VOCABULARY ACQUISITION IN BILINGUAL CHILDREN AS A LINK BETWEEN LINGUISTIC AND COGNITIVE DEVELOPMENT

Marinel Negru, MA⁹⁴
Teacher Training Faculty, Belgrade

Abstract: *From the linguistic and general cognitive development raises the question of whether the language development bilingvala similar to that of monolingual children, or whether simultaneous exposure to two languages in addition to affecting the characteristics of the development, the way bilingvali analyze language, the development of additional skills and general intellectual development of the child. In this paper, the acquisition of language in bilingvala from the standpoint of the lexical and general intellectual development of a child due to the fact that the governing skill semantic information increases with age. In the first part of the review of the various models of the mental lexicon bilingvala analyzed the prediction of a single or two separate lexical systems. Then, comparing the research related to the asymmetry in lexical processing of information among bilingual children and the differences in the adoption of different types of words, and the similarity in shape versus semantic closeness, pointed to the benefits of research are described, as well as errors that occur a result of generalization of results research. In accordance with the conclusions, always keeping in mind the difference between surface fluency and cognitive development, in the end, the paper offers suggestions for the organization of bilingual education when it comes to vocabulary acquisition and derived general conclusions about the most important factors that affect achievement in language learning in bilingual children.*

Keywords: *bilingualism, cognitive development, mental lexicon; teaching*

⁹⁴ anastasianegru@yahoo.com

Introduction

How is the process of language development is very complex, and many of the same approaches to the study, in this paper, I looked at the adoption of the language by relying on bilingvala connection with the general intellectual development of the child, due to the fact that learning and development are inextricably linked. I am doing research on the adoption of limited vocabulary that is closely linked to the general intellectual development of the child, given that, as noted Vygotsky, skill rule semantic information increases with age and that "the adoption of any new words is just beginning its development process."

In the first part of the paper is to analyze the structure of the mental lexicon bilingvala, as well as the assumption of the existence of one or two separate linguistic systems, and then by comparing several studies related to the asymmetry in lexical processing, try to point out the advantages and disadvantages of some research as well as the misconceptions that may arise as a result of generalization of results. Looking at the cognitive development theory in the mental lexicon will linger on the model insists on the distinction between lexical and semantic information processing, which will be correlated with different kinds or types of words.

There are a number of studies showing that bilingual children do better than monolinguals on tests that measure different aspects of cognitive and language development, such as the tendency to observe and analyze different aspects of language, a kind of metalinguistic awareness, sensitivity to feedback and nonverbal communication. As an advantage bilingvala emphasizes pragmatic competence is developed based on a series of socio-psychological factors that significantly determine the choice of language that is often used as a marker of identity and as a mark of belonging to a group. Much of what has been done based on the study of individual cases of children: children who are the most frequent, at least in the early studies, the children of linguists in situations where parents are encouraged and there was no danger that the language of the first thrust.

Many studies have focused on the effects of simultaneous bilingualism. So Bijalistok (Bialystok, 2006: 138) assumes that there may be uneven cognitive development, difficulties in school, social maladjustment, underreport to any language group. However, many of the misconceptions that we observed in early studies of bilingualism, as well as in studies of other linguistic factors, consequences and generalizations are false comparisons and generalizations derived from certain research results. Generalized results of a study group and destined to the other, especially in connection with the search for the best method by which one will be multilingual. In assessing the competence bilingvala should bear in mind the distinction between surface fluency and cognitive skills in between these two aspects of child development

skills do not necessarily have a high correlation. Moreover, they are separated in their native language at a fairly early stage, so that the surface-fluent rapidly evolving opportunity and reach a certain level at the age of five to six years. It is assumed that the same type of differentiation between the surface and cognitive development in learning a second language. Just because someone fluent in a foreign language in concrete situations every-day does not say much about his ability to use language as a cognitive tool in situations where high cognitive demands of contextual details do not help much. Accordingly, placing the child in the school environment at a time when there is still no government in another language well enough to make it equally with native speakers used in situations with high cognitive demands, it could have a negative effect on their development and school achievement. Due to the lack of input material is understandable that the child gets less information than the one that listens to their mother tongue. Listening to a foreign language requires intense attention and may result in the child frustrating situation when it can resort to the strategy of psychological absence and begin to ignore the lessons. All this leads to lower test scores and, therefore, before we talk about positive and negative post-dicama bilingualism on cognitive development and prior to any assessment of language competence bilingvala should take into account the age and general intellectual development, as well as mastery of mate- monoembryonic pregnancy.

From the linguistic point of view it is interesting to question whether bilingual individuals possess a single integrated language system or two separate systems, ie the way the stored information. Theory of a code (Geneese & Nicoladis 2006: 328) assumes that bilingvali have a language system that is different from the monolingual system. Walter and Tišner (Volterra & Taeschner) give najeksplicitniju formulation and interpretation of the hypothesis of the existence of a single language system. They distinguish three phases of development: the first stage of a child has one lexical system which includes words of both languages, the language development resembles monolingvala development, 2) the child distinguishes two lexical systems, but applies the same syntactic rules in both languages, and 3) in the final stage child speaks two languages, and different from the lexical and syntactic point of view with. When we talk about the theory of a code, it is not clear how common characteristics should possess two languages to be able to say to make a system. Dealer (Diller, by: Kangas, 1981) states that there are two languages Grammatically sufficiently resemble each other in order to merge, and the same applies to the lexicon, while Kangas describing two unrelated languages believes that the speakers have a practical grammar and two lexicons, because grammatical and phonetic structure eventually became almost identical.

Research shows (Geneese & Nicoladis 2006: 342) that bilingual children utter their first word at the same age as monolingual, about 12-13 months, and that the vocabulary similar to that of monolingual children. Adoption of new words in monolingual is guided by the principles of mutual exclusion under the assumption that a new word refers to a new term reference. Children would rather be attributed to a new word but a new concept known as object which fulfills the lexical gap. Therefore we can conclude that the adoption of translation equivalents in bilingual children significantly violated the principle of mutual exclusion and that could serve as proof to us that these children acquire two languages separate lexical systems. It was also observed (Geneese & Nicoladis 2006: 331) that young bilingual syntactic properties of the language used to better understand and convey them to a second language, as well as the mixing of words that are essential to a functional level as a function of chief sentence with the word *ma-* not having the functional importance of a better knowledge of the language, but never vice versa. This data could favor the already mentioned Kangasovoj hypothesis that implies the existence of a grammatical and lexical two systems.

Mixing code is closely related to situational characteristics: issue of context, source, topic and purpose of the conversation. Pan (1995: 320) concludes that children often move from a local to cross the English (the language of wider communication) than the parents, and it is assumed that this code change associated with different identities, because children tend to retain the dominant language of communication. So, we can say that bilingual children face the same communication challenges as well as by monolingual seek to achieve the production target language understandable to others, to explain the precise meaning of a particular word or expression, or to use language in a socially appropriate manner. The main feature of bilingual communication ability is the proper choice with different interlocutors. On the other hand, it is possible that because of the different inputs kids can adopt different vocabulary in these languages. Even if we assume that the dictionary bilingual in both its language dictionaries monolingual smaller than one language, we must admit that it has bilingual wider field of choice but monolingual and that the sum of linguistic units at its disposal exceeds the aggregate amount available monolingual. Which brings us back to the question of the existence of two linguistic systems and storage input. Batia and Ritchie (Ritchie & Bhatia, 2008: 38) stated that the studies generally found that three-stage model of language development bilingual has considerable shortcomings in the methodological and empirical level. In its turn, the hypothesis of the existence of two systems hard to separate the children and the lexical and grammatical system is already in the second year

of old age, by accessing the adoption of universal grammar and the basic differences between the two languages. They find that, unlike monolinguals who have a range of mutually understandable styles, bilinguals control styles of each individual language and possess tacit knowledge of linguistic separation of the two systems allowing them to activate or suppress the language effectively and accurately. It also shows a higher level of cognitive ability and skill in using both systems for the formulation of sentences and their connections. The process of language selection is not random, but it relies heavily on the pragmatic competence based on a series of sociolinguistic rules were adopted in language socialization. Markkanen model explains the tendency bilinguals code changes. Bilinguals using Swahili as a symbol of local identity, while English is the unmarked choice, code of objectivity, neutrality, and commitment to the larger community.

We can discuss the different aspects of how the languages are highlighted. Mental lexicon bilinguals implies the existence of two levels of processing: conceptual and lexical. At the conceptual level semantic input information is treated as a single system regardless of the language of the input material. In any case, at some point of information must be obtained linguistic form, then bilingual is forced to choose between two different languages. This shared storage is conceptually linked with L1 and L2 lexical warehouses that are also interconnected. Thus is explained the functioning of the hierarchical model of the mental lexicon bilinguals. Researchers (Centowska, 2006, Kroll 1993, De Groot & Comijs, 1995) generally agree on the fact that the choice of time-it depends on the direction of information processing, ie. if processing is performed from L1 to L2 or vice versa.

Subtype of the hierarchical model is asymmetric model bilingual lexicon which is based on differences in the intensity of L1 and L2 conceptual links with a warehouse. According to this model, L2 connection is weaker because it is adopted later in life by learning a second language, but frequent use of it becomes stronger so that it comes to equalizing the two connections, in which case we speak of balanced Bilingual-Pellet.

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THE FORMATION OF HABITS FOR THE SCIENTIFIC RESEARCH AT THE LEVEL OF THE MASTER’S DEGREE

Matei Şimandan, Ph.D.⁹⁵
“Aurel Vlaicu” University of Arad

Abstract: *The dissertation represents an essential component in the evaluation of a graduate’s ability to conceive and make an independent research, as well as to redact the research done according to the rules of the scientific community. This study synthesizes a few practical aspects connected to the stages of elaborating the dissertation, as well as to the demands regarding its writing and presentation of the paper in front of the examination committee. Within the sections, we will focus upon the methodical aspects of the activities mentioned, and upon the norms of ethical conduct that must characterize the whole research process demanded by the redaction of the dissertation paper.*

Key words: *dissertation, methodology, research, redaction, ethical norms.*

Introduction

As it is well known, the master’s degree university studies must lead to the acquisition by the graduate of certain knowledge, abilities, theoretical and scientific research competences, which are to be attested through the elaboration of a dissertation. This type of paper must prove the advanced scientific knowledge of the elaborated theme, must contain elements of originality in the development and solution of the theme, as well as the means of scientific validation of the aspects presented. It also helps in the evaluation of the fundamental and specialized knowledge of the graduate, so that he or she can obtain a professional qualification.

It is important to highlight the fact that the dissertation does not only involve elaborating a scientific research, but also the graduates’ ability to support the ideas that the paper contains, the ability to dialogue with the specialists in the field upon research subjects and their receptivity to suggestions or critique from the researchers regarding the theme approached.

⁹⁵ Mail msimandan@yahoo.uk

Referring to the field of socio-humane sciences, Mărginean (2000), Chelcea (2007), Bulai and collab. (2012) think that the choice of the dissertation theme must be connected to the following aspects: the proven interest of the graduate for the problem concerned, his abilities to operate with the methodological instruments applied to the research problem, the theme's utility for further development, the relevance of the research for problems of public interest, the practical possibilities of organizing an empirical research, as well as the demand of publicly presenting the results of the research.

Starting from these aspects, the graduate must evaluate his own possibilities of studying independently a research problem, of operating with the concepts and theories of the field of study, of conceiving and applying a research design referring to the theme proposed for investigation, but also to ask himself questions regarding his ability to prove theoretical themes and ideas, to critically approach the solutions offered in the speciality literature or connected to his ability to communicate the results of the research in an academic environment.

Attempting to systematize the aspects mentioned above, I will now present a model of conceiving the research in the field of socio-humane sciences, a model structured around three main stages: the thematic documentation and definition, the elaboration of one's own research theses and their argumentation, as well as the stage of empirical research (when the dissertation includes such an enterprise).

The stages of elaborating the dissertation

From the very beginning, we must stress the fact that the three stages do not involve a linear succession, but rather a "spiral" one, with returns to one stage or the other according to the adequacy of the investigation instruments and techniques, the solutions identified in the bibliography used, the conclusions proposed by some authors or by the comparison of the hypotheses as opposed to the results of the enterprise. However, we can retain the following more important sequences (cf. Eco, 2006; Simandan, 2010; Chelcea, 2010; Bulai and collab, 2012).

a) The documentation – It gives the graduate the possibility to formulate a theoretical conception upon the specific problem that is to be studied. Whether it is a bibliographical documentation or a field documentation, it serves in the formation of a theoretical conception upon the problem proposed for analysis in the dissertation paper, in the identification of the authors with relevant contributions for the chosen field, the delimitation of the studied problem, the establishment of the social indicators which are to be analyzed, as well as the selection of the research methods and techniques in similar studies and research.

Last but not least, the documentation leads to the identification of the main concept which one can use within the approach, the etymologic analysis of the “key” concepts in order to operate them, the theoretical developments consecrated in the given enterprise and the stage reached within the knowledge of the studied theme up to the moment of initiation of the research, the critical approach of the differences of opinions in order to clearly delimitate one’s own contribution.

b) From the practical point of view, the elaboration of the research enterprise refers to the formulation of theses and their theoretical and empirical argumentation. The theoretical relevance, for instance, “means the extent to which the paper brings a new contribution to the existing research or to what extent the research offers a perspective of novelty by applying some of the existing theories in a new field. The practical relevance refers to the degree at which, based on the results of the study, one can formulate recommendations with a significant practical utility for the developments on the market of the field of reference” (Bulai and collab., 2012, p.24).

All of these offer the possibility to define the research theme which is to be studied on the one hand, and on the other hand to determine the general objectives and the specific objects of the research carried on. Among the general objectives, authors such as King, Keohane and Verba (2000), Babbie (2010) and Chelcea (2011) mention the following: the description of the specific elements of a phenomenon; the determination of the manifestation frequency of a phenomenon; the formulation of explanations regarding the relations with other fields; the realization of a diagnosis regarding the impact of certain actions; the elaboration of predictions regarding the evolution of the phenomenon; the identification of solutions for founding certain decisions; the establishment of the action strategies from one field or the other; the evaluation of the possible effects of different actions; the estimation of the evolution directions of the factors of social change etc.

As opposed to the general objectives, *the specific objectives* must be formulated clearly and in a shape which is easy to understand before the start of the research. They must answer questions such as the following: Can the problem proposed be solved in a research process? Is it significant for the actual research? Which are the elements of novelty that it brings? How accessible is the necessary data for the elaboration of conclusions? Is there any practical experience for the planning and accomplishment of such a study? Is the allocated time sufficient for the proper finalization of the research? What risks could appear in the finalization of the research as a consequence of the possible difficulties and obstacles?

The aspects referring to the research theme choosing a method of elaborating the dissertation paper, the scientific practice from the field of socio-humane sciences consecrated the approaches of a descriptive type (used

in the formation of observations and conclusions about social phenomena with the help of quantitative and qualitative methods); of an empirical type (which involve the focus upon the practical relevance of some themes, as well as on the empirical testing of certain theses or theoretical models); of an experimental type (where one can verify the relation between two or more variables); of a comparative, historical or interpretative type.

c) If the first two stages are connected to the theoretical component of the paper, in the case of dissertations the component of empirical research is more important than in the case of the license paper. Because of this reason, the efforts made for the elaboration of the empirical research enterprise must also be greater in the case of the graduates of master's degrees.

Taking into consideration the purpose of this study, I will not approach the elements of methodology because they are analyzed in different activities in the majority of the master's degree university programs. For this reason, I will evoke the particular stages of the empirical research enterprise, the procedural aspects being further discussed by each graduate separately with the professor who coordinates the paper.

In the case of socio-humane sciences, the stages of the empirical research enterprise can be summarized as follows: the definition of the studied problem; the establishment of general and specific objectives; the elaboration of hypotheses; the definition of the methodology of collecting and processing of the data; the functioning of the concepts; the definition of the indicators used; the elaboration of the development plan of the field research; the actual field research; the analysis and interpretation of the data; the presentation of the conclusions; the specification of the possible errors or sources or errors (cf. Mărgineanu, 2000; Chelcea, 2007).

Before moving further, I would underline three major aspects which one must take into account in the evaluation of the elaboration stages of the dissertation paper: the first aspect concerns the graduate's planning of his activity; the second regards the verification of the research methods and techniques used to attain the objectives proposed; the third concerns the conformation to the norms of scientific ethics in the elaboration and redaction of the dissertation paper (cf. Haiduc, 2012).

The redaction of the dissertation

If the value of a paper is given by the results of the theoretical and practical investigations, this does not involve the decrease of the importance of the actual redaction of the text of the scientific paper. On the contrary, the redaction involves not only the issues connected to language and style, but also a set of rules which need to be applied in order to be able to valorise the efforts and results from the previous stages of the enterprise of elaboration of the dissertation.

Another category of problems which must be taken into account in the redaction process refers to the types of papers, where we can distinguish: those which make a critical synthesis of a subject and are included in the type of *bibliographic research* (where the graduate can prove his capacity of understanding certain problems which are already solved, as well as his evaluations upon different points of views); those which are achieved based on *field observations* (having the purpose of describing and explaining facts, phenomena, processes, behaviours, events etc.); those which are based on *experimental research* (a situation where the graduate highlights the analysis of scientific exigencies for the verification of hypotheses and the formulation of conclusions).

Even if there are *differences of approaches* between these types of papers, the stages and rules of redaction are similar, and the structure of the papers mentioned actually includes the same elements: the introduction, the main body of the paper (the description of the *design* of the research, data analysis and discussion), conclusions and bibliography.

By valorising the literature consecrated to these issues, I will first approach a few aspects referring to the redaction of the dissertation paper, after which I will insist upon the main rules which must be respected regarding the bibliographical references, quotations, assumed ideas, notes, comments and annexes. I add the fact that I will not analyze the technical aspects of the actual redaction of these papers, because those aspects are properly approached in the guides made available for those interested by the universities, faculties and research institutes.

Following this method of working, one must say that the main stages of the redaction are: the elaboration and completion of the redaction plan of the paper, the actual redaction of the paper and the completion of the redaction of the paper.

a) The redaction plan is a control measure which helps the author to verify the degree of inclusion of the problems connected to research, selection, ranking and redaction of the conclusions of the research along the whole elaboration process of the paper. It also ensures completion of the paper on time and complying to the criteria of quality through:

- The systematization and ordering of the ideas resulted after the scientific research according to their purpose and the type of paper.
- The structuring of the paper on chapters, sections and paragraphs in relation to the amplexness of the research developed, respectively the needs of successive, systematic and coherent presentation of the thematic of the paper.
- The conception of an introduction where one can identify the objectives of the research, the degree to which they had been attained or the problems left to be further approached.

- The distribution along the whole contents of the paper of the results of the investigations, the confrontations of opinions with other authors, the means in which the hypotheses have been confirmed or infirmed, the means of verifying the afferent calculi and analyses etc.

- The rigorous enunciation of the conclusions, as well as the means in which they associate with the theoretical and practical arguments.

- The identification of omissions in the sphere of documentation or of the calculi and taking measures to eliminate the repetition or insufficient argumentation of some of the problems analyzed.

b) The actual redaction of the paper consists in either the initial elaboration with an accent upon the content of ideas where one evaluates the result obtained in relation to the objectives proposed, or in more successive variants until one reaches the shape that best satisfies the scientific exigencies and those of content of a dissertation paper.

This time, it is essential to build the structure of the paper according to its main parts: the introduction, the main body of the paper, the conclusions and the bibliography. There are some very important aspects which must be remembered for this purpose:

- The introduction will identify the research theme, the field of interest and the investigation strategy. It must position the problematic of the study within the scientific field, to state the aspects that differ the research from other existing studies, the elements of originality that the paper brings and the objectives of the research. In the introduction it is also recommended to mention the criteria used in the comparative analysis of the data, the limits of the study, as well as the finality of the conclusions reached.

- The main body of the paper is made up of chapters and paragraphs which follow the same structure on their own scale: the introduction, the analysis and the conclusions. According to the conceptual frame of the theme approached, the paragraph must be consecrated to a single idea, the explanation of the idea must be coherent and sufficient, and, where possible, the paragraph must end with a conclusion.

Regardless of the length of the paper or the number of the chapters, some very important aspects must be remembered. *Firstly*, we are talking about the description of the methodology or *design* of the paper (the enunciation of the purpose, the description of the empirical material, the nature of the information collected, the means of collecting the data, the sampling method, the duration of the research, the evaluation of the research according to the achievement of the purposes), the verification of the correctitude of the data, the statistical analysis and the calculating procedures used (indicating the eventual errors, the degree of concordance in relation to similar research, critical observations priming the techniques used).

Secondly, we are referring to the analysis and interpretation of the data of the research, as well as its systematization under the shape of tables, graphics or figures. These graphic tables must be inserted in the text of the scientific papers, using to: explain the distribution of the frequencies, calculate percentages, establish relations between dependent and independent variables, identify significant associations and identifications between variables, and analyze the statistic results of the significant tests and so on.

Thirdly, we are referring to the interpretation of the research data, where an essential role is held by the logical organization of the ideas. From this point, one can chose from one of the following types of elaboration: analytical (decomposition into sub-problems), based on opposition (negative aspects – positive aspects), on causal reasoning (the identification of explicative relations), on deductive and inductive reasoning (from general to particular, from particular to general).

- The conclusions will summarize the contributions of the author to the knowledge of the theme approached, the perspectives referring to problem studied, the elements of theoretical and methodological novelty brought to the research done and the possibility of applying the results. A distinctive place must be held by the analysis of the limits of the investigation, the inconsistencies of the theories, the debates and controversies from the field studied, the interdisciplinary connections between the problems discussed, as well as the perspective of the research in the respective field. The 2-3 pages of conclusions permit the fixation of the essential ideas exposed in the paper and the answer to the problems proposed for solving by the author.

- The bibliography used and the citation of the bibliographical references are the objects of regulations which address both the editors and authors of scientific papers.

It includes not only printed materials (books, chapters from different volumes, speciality magazines, studies included in the volumes of conferences etc.), but also the electronic sources (articles and papers available online, websites etc.). Whether they refer to a book or an article, bibliographical resources from the end of a paper are inscribed in the alphabetical order of the authors, followed by the year of publication, the title of the paper, article or book and other elements of identification, according to the examples below:

Beck, U., 2006, *Living in the World Risk Society*, in “Economy and Society”, **35**, 3, pp. 329-345.

Chelcea, S., 2011, *Manual de redactare în științele socio-umane*, Bucharest, Comunicare Ro Publishing House.

Day, R.; Gastel, B., 2006, *How to Write and Publish a Scientific Paper*, 6th ed., Cambridge, Cambridge University Press.

Diamond, P.A., 2010, *Nobel Prize Lecture: Unemployment, Vacancies, Wages*,

www.nobelprize.org/nobel_prize/economics/laureates/2010/,
(accessed in 10.10.2012)

Hatos, A., 2010, *Educatia*, in L.Vlasceanu (coord.), *Sociologie*, Iasi, Polirom Publishing House, p.596-644.

- The annexes include calculi tables, diagrams, graphics etc. Which syntethtize data processing or calculus values needed in the analyses and interpretations from the stage of researching the theme. The annexes are included at the end of the paper and they are necessary only in the cases where the elements they include have not been used in the elaboration of the text. They have a special importance in the economy of the paper, because they permit a better understanding of the author's enterprise and a justification of the data used in formulating the conclusions.

c) The definition of the redaction – is based not only on the appreciations, the critical observations and the suggestions of different specialists (the scientific coordinator, teachers, researchers, practitioners of the researched field etc.) but also on the author's own analysis after completing the first form of redaction. Among the exigencies which must be respected are the following: the logical succession of the chapters of the paper, the relation between the importance of the problem approached and the extension of the chapters and paragraphs, the rigour of the formulation of the theses and the conclusions of the paper, the supported explanation of the statements made, avoiding to include useless details, the correctitude of the calculi and of the bibliographical references, eliminating the repetition of ideas, quotations and calculi, as well as ensuring stylistically and language unity.

The public presentation of the dissertation paper

The public presentation of the dissertation paper has the role of knowing ideas, theories or directions of scientific research, of affirming young researchers, of identifying the research fields which must be financially supported, as well as of reconsidering certain scientific theories and practices which are not actual any more. Each public presentation must be thoroughly prepared from the point of view of the content and of the form of presentation.

Under *the aspect of content*, the public presentation involves an operation of structuring the speech on the following sequences: the motivation of the choice of the subject, the objectives set, the objectives that the author considers to have been attained, the theoretical and factual argumentation of the methods used, the elements of personal contribution, the difficulties met in the process of research and elaboration of the paper, the aspects that couldn't be approached, what remains to be discussed by the author or by other researchers (cf. Rădulescu, 2006, p. 146).

Apart from these aspects, Lumperdean, Mătiș and Mustață (2007, p. 7), suggest the need of a *differentiation of presentation* between papers focused upon the study of speciality literature, respectively of those studies based on case studies which are relevant for the field of research assumed by the graduate. In the first variant, one should focus upon the scientific research of the literature afferent to the research theme, upon the analysis of the knowledge study in the respective field of activity, upon the conceptual approach of the studied theme, upon the research directions which exist in the area of study and upon the general conclusions which can be identified based on the study made.

In the second variant, one should take into consideration the systematic and comparative approach of the existing situations in the research field chosen, the identification of common or different elements of the situations analyzed, the formulation of hypotheses with afferent factual argumentation, the avoidance of assimilating practical situations which can not make the proof of a scientific research based on the case study.

Under the *aspect of presentation form* of the scientific paper, the preparation consists in:

- The elaboration of a presentation plan of the paper, which must include: the degree of interest of the studied theme (actuality, novelty, originality), the author's contribution in relation to the researched theme, the critical analysis in relation to the theoretical support, the model of research used and the quality of the work procedure, the statistic processing of the data and the interpretation of the results, the redaction style (the clarity of the expression, the logic of the organization of the material, grammatical correctitude), the limits of the solutions proposed in relation to other researches.

- The preparation of the materials and auxiliary techniques (schemes, graphics, boards, posters etc.) starting from the idea that using them eases the exposition, avoids monotony and permits the conformation with the allocated time. A major role is held by presentations made in the *PowerPoint* system and under the form of posters, means which give the author the possibility to create a synthesis of the information, a selection of the methodological aspects, the accomplishment of an interpersonal scientific communication, the stimulation of dialogue and discussions upon the research presented, as well as a better highlighting of the activity developed by the graduate by combining visual and discursive means.

- The psychological preparation of the graduate (the anticipation of the questions, the conformation with the allocated time, the information about the ways of presenting the paper, the thorough grasp of the research methods and the bibliography used, the formulation of personal opinions within the discussions with the evaluation committee etc.) and the logistic preparation,

materialized in the configuration of CDs, slides, computers, printed handouts etc. The presentation of a paper with the help of *PowerPoint* must consist in 15-20 slides, numbered so as to permit control over the time of presentation, and the author must avoid reading the texts on the slides and the use of resonant effects along the presentation or graphic elements which have no connection with the paper.

Conclusions

As we have shown along this article, the elaboration of the dissertation is an opportunity to form and develop the research abilities of the graduates of master's degrees and a means of appreciating the true value of their way of thinking and operation. Through the cooperation with the coordinating teacher, the graduates form abilities of communication, of critically formulating and supporting ideas, as well as of elaborating a scientific paper. During the process of writing a dissertation paper, he has the opportunity to form abilities of critical analysis of the social reality, for identification of deficiencies and the means of diminishing or eliminating them. Last but not least, referring to an initiation in scientific research, the graduate of the master's degree will familiarize himself with the principles and norms of ethical conduct in scientific research, by respecting the practices consecrated in the ethics codes of the fields of socio-humane studies, by avoiding the different forms of plagiarism, as well as the legal regulations regarding intellectual property and copyright.

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TEACHERS' COMPETENCE

Lavinia Nitulescu, Ph.D.⁹⁶
“Eftimie Murgu” University of Resita

Abstract: *In any field or profession we speak about a system of general and specific competences, the acquirement and development of these competences being a continuous process, the knowledge and capacities an individual owns enhancing and enriching, permanently reorganizing as the professional experience grows.*

The achievement and the development of the teachers' competence represent the basic requirement of the teachers' initial and permanent training. This article tries to reveal ways to improve the training of the future teachers.

Introduction

Competence is defined as someone's capacity to utter on a certain thing, on the basis of a deep knowledge of the problem in discussion (according to the explanatory dictionary of the Romanian language).

Synthetizing, beyond the multiple understandings given to the term, most of the theoreticians of the competence paradigm agree with the following fundamental characteristics which can be associated to the competence (Ștefan, 2011, p. 47). its components are indivisible (knowledge, skills, the attitudes circumscribed to this one are integrated); the components evaluate, change in content and usefulness; competences solicit a continuous process of learning and development; the competences are interconnected and specify according to the context in which they are used; competences refine by the integration of new experiences of knowledge and action, the key of efficient programs of competences development being the identification of learning experiences which ensures the continuous development of sets of knowledge and skills associated to the competence.

Teachers' Professional Competence

When we talk about education, it is necessary to highlight the fact that the insurance of quality and efficiency of the educational process is

⁹⁶ Mail n.lavinia@gmail.com

undoubtedly connected to the involved human resources, to the modality in which these are prepared and formed for the achievement of the educational ideal. The system of initial and continuous preparation must have in view the dotation of the teacher with the set of competences necessary for the development and delivery of the educational content adequate to the present (Balaş, 2010, p. 46).

The psycho-educators propose the term *competence profile*, which refers to a structure of characteristics, specific behaviours, capacity, structure formed and developed by reporting itself to the specific type of activity of the future teacher (Diac, 2009, p. 649).

For the didactic profession, the competence profile contains several types of general competences (concretized through the specific ones): methodological; communication and relations; evaluating the students' performances; psycho-social; technical and technological; career management.

The article aims at identifying the modalities by which the lectures and applied activities may be organised more efficiently, starting from the idea that psycho-pedagogic training represents an indispensable requirement of didactic profession. Thus, we plead for the use of interactive learning.

Situations favourable for the development of interactivity

We shall try to identify and describe some of these situations favourable to interactivity in the framework of the didactic staff's formation programs.

Experiential Learning Cycle (according to David Kolb, 1984) represents a basic model used in the design phase of the formation course because it helps the students to reach easier the objectives of the course, contributing to the increase of the performance. The curve of experiential learning is a process made up of four phases: 1. *Experimentation*: offers the participants the opportunity to test their knowledge and abilities in critical situations, the appeal to the participants' experience facilitating the exchange of ideas ; 2. *Reflection*: supposes that the participants reflect on the situations experienced in the formation activities ; 3. *Concluding*: the participants are asked to reach the conclusions after the experiments connected to the new knowledge and skills they have acquired; 4. *The application of new knowledge and skills*: the participants are given the opportunity to practically apply the methods and techniques learnt during the training.

Stating Problems. Lately, we talk more and more about a psychology of wondering and interrogating (actions specific to the statement of the problems) which analyses the processes of feeling, awareness and statement of problems, of

checking the solutions found and their application. The key-concepts of stating the problems are the problems and the problem-situation. The processes of stating the problem consist not only in *problem-solving* but also in *problem-finding*. The term *problem-finding* becomes synonym with the statement of the problem in this context. The statement of the problem/generalization, finding problems represent the essence of the creation process” (Dillon, 1988, p. 12).

Situational learning. The aim of the general theory of situational learning is to describe the way in which the individual acquires knowledge. The situational learning is considered to be centred on the student, placing him/her as an active participant in the framework of the educational context. J. Lave and E. Wenger (1991) propose the model of situational learning, considering that “learning appears naturally as a function of activity, of context and of culture in which it appears”. It is promoted the idea that the participants become a part of the “practice community” where these ones work together.

Creative learning. According to I. Neacșu (1990, p. 12), “the educators are continuously solicited today to promote efficient learning. And not any efficient learning, but a participative, active and creative one”. C. Oprea proposes the concept of *interactive-creative learning*. “This process appears as a consequence of individual and collective efforts of the interaction of the educated person with the others, based on social exchanges in the acquisition of the novelty” (2008, p. 159). Answering more efficiently to the needs of solving problems, the group creativity was imposed, having the following characteristics as compared to the individual one (Mihuț, *apud* Oprea, 2008, p. 169): *efficiency in solving complex problems; independent judgment, but also addicted to the ideas and knowledge of other members of the group; systematic thinking, multilateral-exploring, flexibly guided and without prejudices; increased capacity in the production of ideas, stimulated by the action of several individuals potentially creative; a system of multi-criterial evaluation and classification of ideas; force in the application and capitalization of the novelty; the risk tolerance, the avoidance of the failure by the chance of finding a new acceptable condition; the stimulating source of the collective and individual creative potential.*

Learning with the help of the computer and mass-media. Learning with the help of the computer and mass-media is an “interactive and quasi-autonomous form of access to knowledge without the mediation of the teacher (only guidance), based on quasi-autonomous demarches of information and processing of information, on a learning in your own rhythm, practically achieved through observation, experiment and discovery, due to the use of the computer and mass-media” (Bocoș, 2002, p. 302).

The researches in the field of the interaction Human-Computer Interaction (HCI) was focused on the understanding and representation of this

type of interaction from the perspective of information and knowledge transfer but from the point of view of inter-human relation. During a task, the human being accumulates both informational and social knowledge, by processing the stocked data. In the framework of the interaction human-computer, the computer becomes a media for the transmission of information.

The socio-cognitive conflict. The educational conflicts, as any other conflicts, cannot be avoided. Even if the teachers are willing or not, the conflicts will inevitably appear in any classroom, the opponents' opinion being real sources of conflict. Nevertheless, as Schmuck says, "the conflict offers the opportunity to individual and group development in the classroom" (*apud* Pânișoară, 2003b, p. 61).

"The idea of raising the confrontation and/ or conflict as a royal rank of the mental progress is not new", as Adrian Necula affirms (1998, p.52) citing Cattanea's opinion (1864) that mental facts give birth to confrontation between many subjects. „ The existence of conflicts is not necessarily the sign of the system decline, but it is also a premise of change and of the necessary balance. Any limit also contains the possibility of its overcome; any conflict may be a source of progress, an opportunity" (Momanu, 1998, p. 223).

The intelligence development takes place into a complex action which involves also the psycho-social context of the formative situation. The social experience of the individual, the different confrontations that he had been participating and he had tried to solve, plays an important role as a mechanism of the individual cognitive construction. The intellectual conflict has the potential to realize the next (Johnson and Johnson, 2009, *on line*): 1. *The attention focused on the material that is next to being learned and on the instructive tasks*; 2. *The stimulation for finalizing the tasks and for searching for new information*; 3. *The motivation to continue the learning about the subject taught and about the course that has just ended*; 4. *High level of cognitive reasoning in completing the instructive tasks*; 5. *The increase of the accuracy and of the frequency of the prospective thinking*; 6. *A better understanding and memory of the studied material*; 7. *Creativity and divergent thinking*; 8. *Building the positive relationship between students*; 9. *The increase of the students' self-appreciation*.

Conclusion

We consider it necessary and useful to use a set of interactive methods, which allow the learning valuing of interactivity's educational valences and the approach of personality's socio-affective and motivational dimension. *The frequent use of situational learning, problem – solving, socio-cognitive conflict, experiential and creative learning* will lead to the development of future teachers' professional competences.

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INTERACTIVE CHILD WELFARE MONITORING SYSTEM

Călin Drăgoi – pedagogue, Germany⁹⁷

International Federation of Educative Communities (FICE)

„(...) Social science has been singularly unsuccessful to discover law-like regularities. (...) Realism replaces the regularity model with one in which objects and social relations have causal powers which may or may not produce regularities, and which can be explained independently of them. In view of this, less weight is put on quantitative methods for discovering and assessing regularities and more on methods of establishing the qualitative nature of social objects and relations on which causal depends. And this in turn, brings us back to the vital task of conceptualization.“

**Andrew Sayer – Method in Social Science: A Realist Approach –
Routledge, London, Digital Printing 2003, p. 3**

Abstract

The goal of this report is to present new areas for refining extending, and developing the existing methods of assessment (evaluation) and monitoring child care settings, measures, strategies and policies.

We will focus on presenting an interactive database which was developed in the recent years and which was designed in order to improve the assessment and prognoses processes in social child care, at the level of macro- (administrative areas, social spaces, etc.) and micro-entities (care institutions, placement centres, foster families for instance). In our opinion it is of critical importance that, as new measures are developed, adequate attention is paid to their applicability across settings, age groups, and diverse demographic backgrounds. Specifically, measures must be developmentally appropriate and applicable among children and youths with special needs (such as children with disabilities) and adjusted to domains that accommodate variations of setting, age, race/ ethnicity, ability, and linguistic and cultural diversity. The database represents a practical, exhaustive and flexible product (device), which enables an objective and exhaustive assessment of individual development of young people benefiting of a care measure, of the efficiency of the care

⁹⁷ Mail dragoic@gmx.de

settings and of the effects (the results) of the care interventions, respectively a comprehensive evaluation in terms of quantity but also in terms of quality of structures, processes and results. There will be presented the interactive structure, the main components and subsequences of the database, the most representative facilities (like for instance editing of reports, online questioning, online evaluation of each subject and of the activity at the level of an institution, etc.) and some of the possibilities to use the stored data in order to improve the controlling and strategic controlling, the estimation of the evolution of the care settings and the ways of increasing the efficiency of the care measures. The report describes also some of the specific possibilities to use the database at the level of care-providers, decisional formal bodies, non-governmental organizations and politics and in designing, in implementation and evaluation of social care programs for children and youths belonging to disadvantaged populations (ethnic groups, youth over 18 leaving the care institutions, etc.). The benchmarking facilities of the database are also described.

Key words: *assessment in child care institutions, data base, computer assisted monitoring, care planning, quality of structures, processes and results, benchmarking*

1. Premises

1.1. The assessment of the structures, processes and results in child care became in the last time more and more one of the priorities of the authorities and ONGs in Romania. In the context of a relatively rapid changing social protection system and of assimilation of different heterogeneous organization and pedagogical models the assessment must be understood as a collection of methodological issues and a justified evaluation of processes and events (results) for a better understanding and designing practical measures (interventions) in child care through effective monitoring, control and reflection.

Basically there can be identified following areas in which a complex, multifactorial assessment could play a relevant role:

- care programs development (care / objectives)
- implementation of care actions (programs, projects)
- effects (outcomes)
- efficiency (costs / benefits)

1.2. The development of software for computer supported monitoring and assessment in the field of child social care was in the last decade impressive. Most of the monitoring systems are based on complex analyses of the existing social care structures and assure a complex monitoring and the possibility of evaluation different components and modules of the social child care activities carried out by different NGOs, formal organizations and institutions.iii

1.3. The development of the child care system in Romania imposes a rapid implementation of adequate assessment and monitoring methods. At the level of each county there has been created a “Complex Evaluation Department”, that is responsible for the valuation of the individual development of the children and the estimation of the impacts of the care measures.

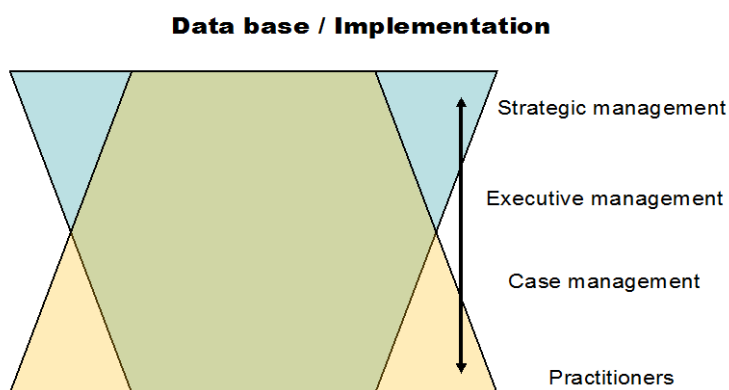
The standard (traditional) methodology was in the last decades significantly improved. The case documents and the individual documentation of the care work have been modernized in the last decade. Most of the interventions are monitored by the “Evaluation Department”. Despite all this, an investigation made in 2010 – 2011 in 16 counties revealed that most of the social-workers and employees of the social care offices at the local level are with the actual system and with the currently used computer assisted assessment system only partly content.

1.4. About two decades ago a complex database (CMTIS) was created and implemented at the national level. The software has been developed within an international project for the “National Authority for Child Protection” in order “to sustain the daily activity of the social workers, of the regional (county) departments and of the national formal body in charge with the child careiv. All the regional care offices (Directii Judetene) and the National Authority for Child Welfare were equipped with new computers, the staff was trained how to use the database.

Like some other databases, CMTIS was designed and structured mostly for the administration and monitoring of the care measures at the level of the strategic management (national level) and executive management (local level). The care institutions, the NGOs, the care providers, social workers and educators in the practical work had less access and interest to use the kind of data that could be found in such a database. The database was confronted firstly with the same problems as many of the analogue products: it was less designed for the “practical issues” and has no impact on the daily work in foster families, institutions or some other organizations involved in working with disadvantaged children. The consequence was a relatively restricted use of the stocked information and the lack of interest among the practitioners.

Secondly the accessibility of data was limited. The providing of report and analysis for instance was restricted and relatively complicated. Despite the technical complexity and the accuracy of the offered solutions, the database “popularity”, usability and practicability remained restrained.

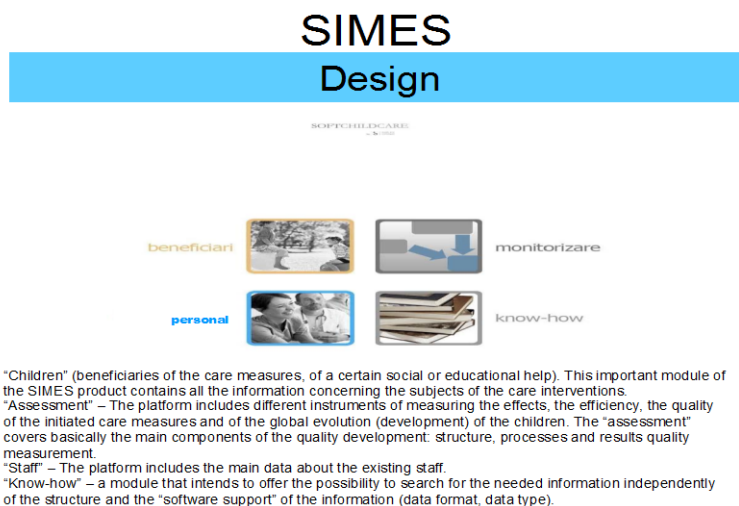
1.5. The intention of the authors was to develop a software which can be frequently useful for all the categories of professionals involved in child care, at each management level (including the basis level of practitioners working directly with institutionalized children or children included in other form of care). The usability should not be influenced by the management position (Diagram 1)



The intention of the developers was also to create an instrument that facilitates:

1. a most effective, comprehensive and differentiated assessment of the need for assistance (child care)
2. designing and implementation of generally accepted professional standards
 - A. more transparency – especially at the inter-institutional and multi-institutional projects levels
 - B. more legitimacy – in doubt, even in the context of an administrative or judicial analysis to contribute to the “smart” savings, i.e. the choice of using

the most suitable (for the young people in care), relevant and ultimately “low-costs”.



2. SIMES database – Design

SIMES database is structured in four main platforms (modules):

1. **“Beneficiaries”** (children, beneficiaries of the care measures, of a certain social or educational help). This important module of the SIMES product contains all the information concerning the subjects of the care interventions.

2. **“Assessment”** – The platform includes different instruments of measuring the effects, the efficiency, the quality of the initiated care measures and of the global evolution (development) of the children. The “assessment” covers basically the main components of the quality development: structure, processes and results quality measurement.

- **“Staff”** – The platform includes the main data about the existing staff.
- **“Know-how”** – a module that intends to offer the possibility to search for the needed information independently of the structure and the “software support” of the information (data format, data type).

2.1. Platform “Beneficiaries” (Children). Individual assessment - design

It includes all available data concerning the children benefiting of a care measure. The module is so structured, that the amount and the

informational support of the data do not play a decisive role. Each information can be included and can be “recalled” independently from its structure, design and format.

2.1.2. One of the most important instruments in collecting the SIMES data are the so-called “diagnostic inventories” (portfolios, catalogues)

The diagnostic inventories represent a “snapshot” of the initial and ulterior development of the young people, snapshot in which the risks and the individual resources of each child during the care process or during a certain amount of time are assessed and defined and systematically described as accurately as possible. The resulting categories were developed based on standardized analysis tools (such as the Child-Behavior-Checklist and the Multiaxial Classification Schemeii) and cover the following areas:

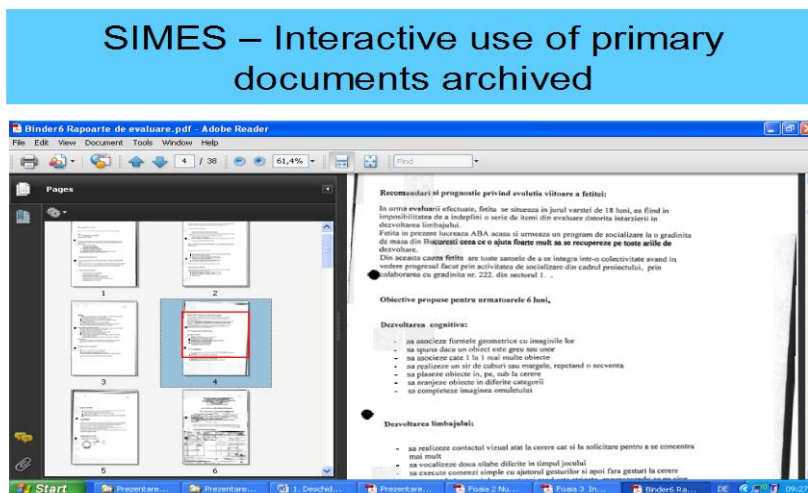
2.1.2.1. Behavior and individual resources of young people

- a) Physical health (including anamneses)
- b) Psychological health (including mental disorders)
- c) Performance issues
- d) Social behavior (including social deviant behavior)
- e) Social skills
- f) Autonomy (also autonomy deficits)

2.1.2.2. Educational and development policies (care policies)

- a) Family situation (marital status, economic situation, professional situation of parents, housing conditions, parents biographies, currently stressful life events)
- b) Primary care (health, nutrition, hygiene, supervision)
- c) Education (secondary and tertiary care) – (caregivers, relationships, environment, care measures, education processes and ideas)
- d) Development (physical, spiritual, emotional and social development) and
- e) Integration (social and emotional inclusion) - (in the family, in the community and surroundings, in the school, in leisure activities)

2.1.2 For input-data will be mostly used closed questions



SIMES sessment – proces diagramm

The platform can be used offline or online. (multiple-choice questionnaires) concerning the development of each child, the immediate environment and social area (social field) and the causal relationships (social nets, social relationships, formal and peer groups, family constellation, etc.).

There will be also included the previous diagnostics and anamnesis and the contents of the previous medical and social development reports (additional external diagnostics).

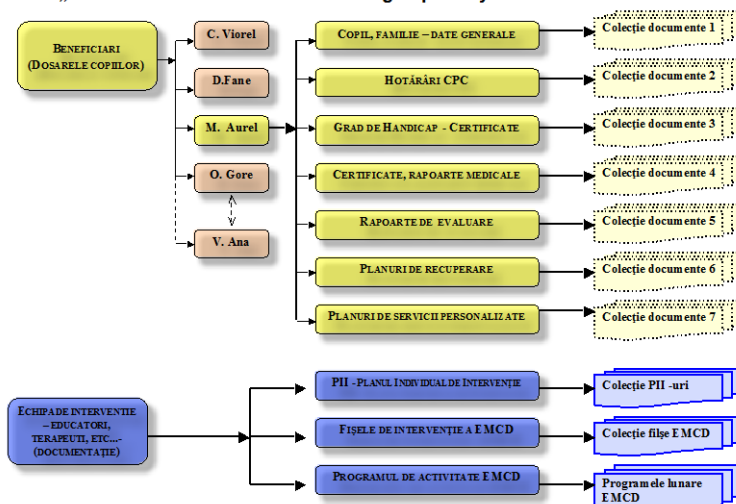
The second main source for the input-data is based on the interviewing of the employees (closed questions related to important facts, such as permanent and current help, goal achievement, unsuccessful situations and their causes).

The input-data will be collected successively in different phases of the care intervention.

2.1.3.1. At the beginning will take place a so-called “initial assessment”. It will include the examination of the initial situation of the child and of its social- and medical components, and also of the individual general development of the child and the characteristics of its environment

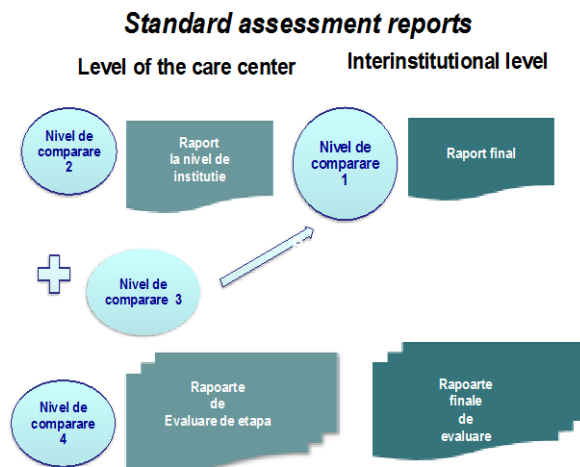
(family, peer groups, school, etc.). It will be also taken into consideration the previous activity of the youth office (until the decision for a new type of assistance has been taken). The assessment of the satisfaction / approval of the selection of a certain type of assistance and of a certain care provider, as well as the evaluation of the expectations of the young people and of the care takers will be conducted directly and indirectly through questionnaires or via the youth care offices.

Module „beneficiaries” – interactive archiving of primary documents



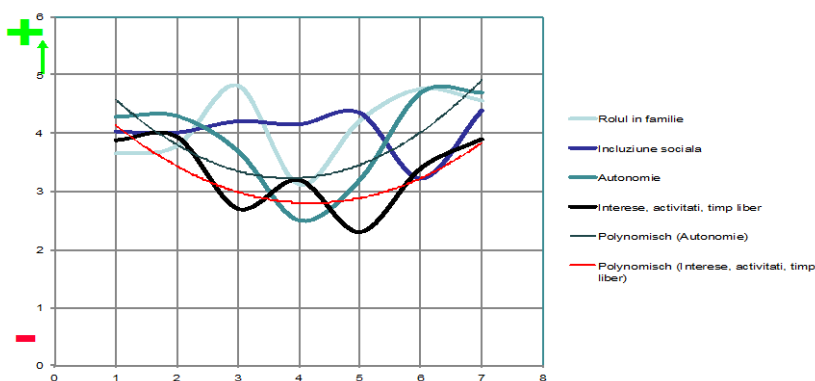
(The diagram was for the first time developed within the Project “Increasing the capacity of the local authorities from Romania to support children with disabilities in their own families” – Bucharest 2010 – 2011)

2.1.3.4. This kind of individual assessment is generally “doubled” by an assessment of the implicated formal and informal structures (structural assessment) carried out during the main phase of the care project and it refers partly to the structures of the youth care office and of the institutions or formal bodies that implemented the care project.



2.1.4. The statistical examination (comparative evaluation) that follows enables the additional analyses of the quality of the structures, processes and results and the establishment of different categories of initial, six-monthly and final reports.

Assessment of the individual resources (potential) - Exemple



In order to facilitate the “reading” of the reports and to reduce the risks of an over-dimensioned mathematical approach, most of the data are presented in a graphic form. It makes the “visual interpretation” and the

“reading” easier and avoids the distortions due to a complicated presentation of the evaluation scales.

2.1.5. Characteristics of the platform “Beneficiaries”

The platform was designed as a customer-friendly tool that can be directly applied (integrated) in the daily care work.

The online version allows a quick and exhaustive retrieving of the needed information at the level of an care institution, of a group of children participating at a care program or at the individual level (for individual cases, respectively for each child).

The data are available for the formal bodies and institutions, but the access is restricted according to the position of each employee and the “confidentiality level” of the stored data.

The educators and the practitioners (social workers, educators, teachers, etc.) have appropriate and immediate access to the most important information and they can selectively choose the data they need from the whole package.

The assessment can be done on the individual level (individual care), a characteristic or ad-hoc peer-group or an organization (entities like institutions, care centers, schools, etc.). It can be also done for different categories of young people, according to pre-determinate selection (grouping) criteria.

The data can be used directly in the case management, for instance in the staff meetings (case management conferences). The individual case analysis achieves a new quality. It plays an important role in terms of objectifying the frequently used empirical information (mostly observation data) about the child’s observed behavior and the subjective, spontaneous reaction of individual customers and facilitates a better professional perspective and an objective positioning in relation to a child or in evaluating the future implementable structures and care interventions. For example, important issues concerning the development of a child might be faster identified, the strong role of the subjective motives can be diminished and the significant discrepancies between the empirical and the objective assessment can be clarified.

The platform contributes to a greater transparency and to the improving of care activities altogether and internal practical work patterns and know-hows in different institutions.

The data can be efficiently used in structuring of the care plans (care planning), especially because the assessment allows the replacement of the existing “empirical data” (subjective evaluations, empirical analyses) with objective, measurable aspects. This will facilitate comparisons, competent

reasoning in everyday life and in crisis situations and an efficient use of the existing individual resources and the capacities of the institution.

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To conclude, the software of the module: represents a customer friendly tool (can be used, for example, by any educator, social worker, pedagogue or social care provider, requires not to much time for filling out the questionnaires; the stored data are easy to find, to recall and “to read” and are easy to read, respectively “understandable”graphic presented).

Regular use of the database plays a relevant role in improving the daily practices and behavior patterns in some care institutions

The obtainable case analysis (comparative evaluation) can be applied differentiated in case management, staff meetings, staff conferences, to organize coherent and realistic structured care interventions, to prepare the care planning (especially to formulate achievable goals) and to assure a sustainable quality of development.

3. Benchmarking

The software also allows benchmarking tasks like: identify “problem areas” - Because benchmarking can be applied to any process or function, a range of research techniques may be required. They include: depth interviews bur also informal conversations with children, employees, authorities; exploratory research techniques such as focus groups; quantitative research, surveys, questionnaires, process and social mapping, financial ratio analysis.

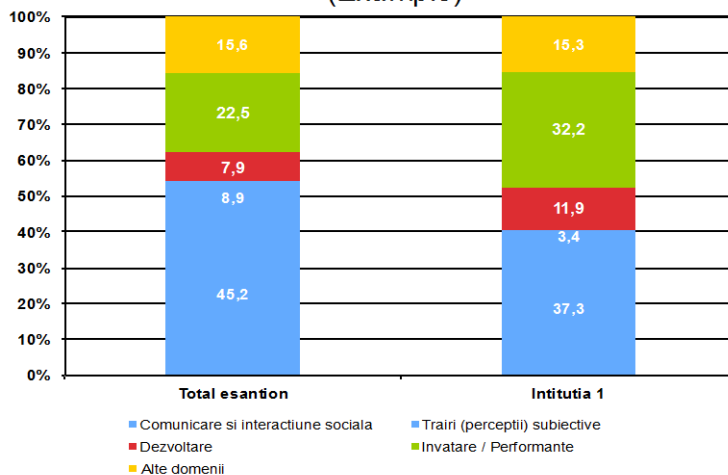
Identify other institutions (organisations) that have similar processes

Identify organizations that are leaders in these areas

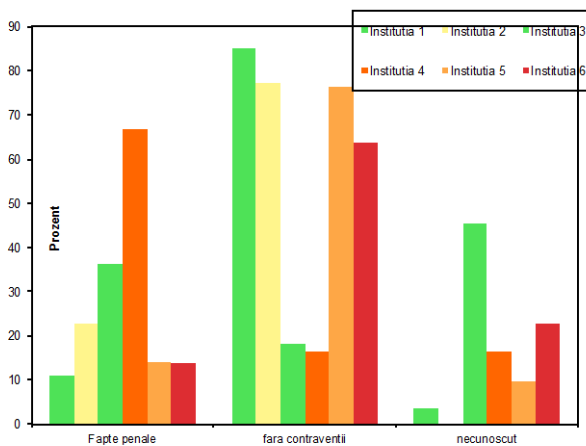
Survey for measures and practices in order to identify leading edge practices

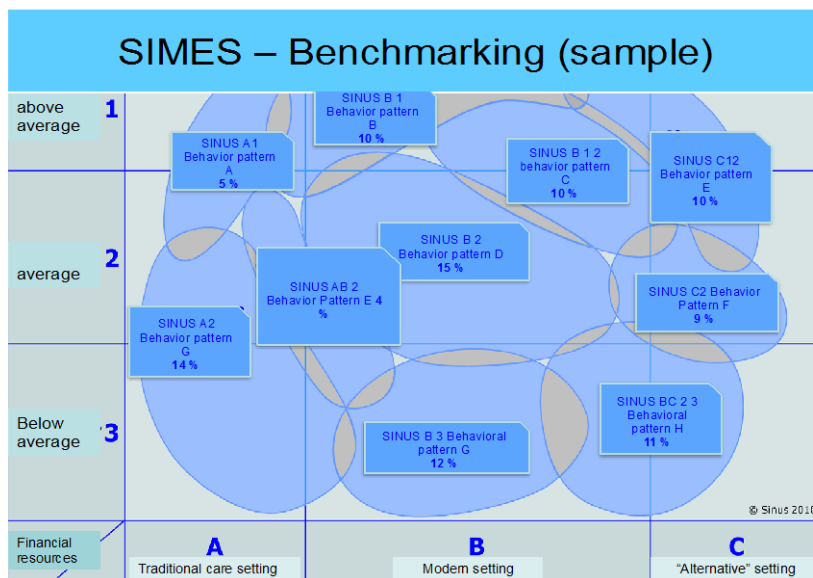
Implement new and improved care practices

The achievement of the goals – Care planning (Example)



Offenses committed by young people (minors) coming from several care institutions





(To create the behavior pattern was used the Sinus methodology)

4. Professional know-how

It is imperiously needed to provide good quality professional know-how. The access to information is one of the most important premises for the development of a modern and efficient care system. The empiricism and the professional experience alone are no longer sufficient.

The module contains three components:

- a) records of books, journals, magazines, audio-visual materials and websites and covers all aspects of social welfare, social work and social care.
- b) a „free glosar“ (free lexicon) for social care (social sciences) and
- c) a „professional chat“ platform for all the persons working or being interested in the field of child care or other specific field of social sciences; the necessity of such a „specialised chat platform“ became more and more evident in order to create a professional net of specialists and practitioners.

Conclusions

The database represents a flexible instrument, easy to implement and to use in the daily activity of the educators, caretakers and care-providers, NGOs and other formal authorities. It also facilitates:

developing or refining measures that are strongly associated with positive child outcomes

developing or refining adequate, “functional” settings for children of different ages and cultural backgrounds, and with children who have a disability

developing additional measures, including balancing instruction with children’s choice of activities and active engagement, transitions, crises management

aligning child care measures with professional development

increasing possibilities of combining domain-specific measures with global measures of quality

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See also Reischmann, J., *Weiterbildungsevaluation -Lernerfolge messbar machen*, Neuwied, 2003 S.

Hirsland A., Uhl K.- *Evaluationsmethoden für Modelle zur Förderung von Zivilcourage in der politischen Bildung*, S. 3 -4
(www.bpb.de/system/files/pdf/UM3VIS)

Some of the most well-known softwares in use in the UK (the above list is of course not exhaustive) : ChildData - Produced by the National Children's Bureau (subscription required). This resource contains four databases – a catalogue of over 75,000 records of books, reports and journal articles; abstracted summaries of newspaper coverage of issues affecting children since 1996, a directory

Ethnicity & Health Specialist Library - This is part of the National Library for Health. This electronic library provides evidence needed about specific needs in health care for minority ethnic groups and the management of a health care service in a multicultural, diverse society. It attempts to select the best available evidence relevant to 'culturally competent healthcare' for minority ethnic groups and cultures present in Britain in significant numbers. The main topic areas include:

Disease and conditions; Service delivery; Cultural competence and Management and policy statistics. The resources can also be viewed by type:

Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068 – 1151
Vol VIII (2012), No. 2, pp 213 - 227

Guidance & pathways; Evidence; Reference; Education & CPD and Patient information.

NSPCC Inform - Produced by NSPCC, is UK 's only free, online, specialised child protection resource. Developed specifically to share information with practitioners, researchers, trainers and other professionals working to protect children, it brings together all NSPCC products and services. NSPCC Inform includes access to the library catalogue of over 30,000 child protection related references.

CommunityWISE - Covers community development, social policy health, welfare and education (subscription required).

Social Sciences Citation Index - Provides access to bibliographic information, author abstracts, and cited references found in over 1,700 world social science journals covering more than 50 disciplines (subscription required).

Evidence Based Policy and Practice (EBPP) Resources Listing - Produced by the UK Centre for Evidence-based Policy and Practice covers six major types of resource, bibliographic and research databases, internet gateways, systematic review centres, EBPP centres, research centres and library services. Social Care Online - free database maintained by the Social Care Institute for Excellence (SCIE).

WAYS OF IMPROVING THE RESPONSIBILITY OF STUDENTS FOR THE EVALUATIVE ACT

Evelina Balaş, Ph.D.⁹⁸

“Aurel Vlaicu” University of Arad

Larisa Chiţu⁹⁹

"Alexandru Gavra" Teacher Training Centre, Arad

Abstract: *Evaluation is not an end in itself but should lead to the optimization of the entire school proceedings. It should be formative, situative and developing a self-evaluation process. One possibility to increase the efficiency of school evaluations is to move the focus from measuring the products to measuring the effects of valuable actions and to stimulating the self-evaluation capacity. For a quality training and a good personal development of the student we present some ways in which the teacher is able to make the student responsible for the evaluative act, to increase the quality of the education and to develop the student abilities for an conscious and active involvement in his own development.*

Keywords: *evaluation, self-evaluation, responsibility, development*

Introduction

In the following study we present the *system for improving the responsibility* that appeared with the goal of promoting responsibility among young people, which is not a feature commonly associated with the “intrinsic” motivation. The motivation for responsibility is rather cognitive than emotional, and it is rooted in ethics and values.

The system for improving the responsibility is not limited, just a tool to get better discipline in the classroom, it proved his enormous potential and the value of hierarchy in stimulating children in all areas of their lives. It can be applied throughout the learning process, and therefore in evaluation. To see how this system works during the evaluation we must first understand its operating model.

⁹⁸ Mail evelinabalas@yahoo.com

⁹⁹ Mail ccd_arad@yahoo.com

The importance of a system

The existence of a *system* brings more benefits than the existence of *talent*. There are many "*born teachers*" that show the limit of their talent in relation with some students. When you rely on a system and not on talent, there is always some kind of support in difficult situations. At the same time, for a system to be implemented and reproduced, it must be simple.

The creator of the system for improving the responsibility is MARVIN MARSHALL, returned to classroom after 24 years of working in counseling and administration. He encountered many difficulties: graffiti everywhere met, rudeness, lack of respect and interest in education. He came back to be a teacher, a mentor, a facilitator, a model, an instructor, to mold young characters and not be a cop. Dissatisfaction with this role motivated him to design a system that promotes responsible behavior. The system was based on his experience in teaching, counseling and administration, but also the opinions of other people who studied human potential.

He created his system based on the following studies: from Stephen Covey he took *the responsible, proactive behavior*, the first of the "seven habits of highly effective people"; from Abraham Maslow he took the social hierarchy which established:

- *anarchy and aggression*, the two lower levels of the hierarchy
- *cooperation-compliance*, the third level in the hierarchy of social development. Society can not exist without institutions, without external controls. A society becomes civilized when people cooperate and live by these external influences. The strong desire to conform - even to improper external influences - needs to be recognized in the hierarchy;
- *democracy* - to do what is right just because it is right - and not because it was asked or told - is the concept that characterizes the fourth and the most advanced level. As they grow, the young matures, they cultivate their manners and develop their "good-bad" value system, and the initial external impetus to politeness becomes internal. Taking on the initiative to be responsible is an essential feature of self-government;
- Neither *anarchy* nor *aggression* can be accepted in the classroom behavior;
- From Douglas McGregor he took the *Y Theory*, according to which:
 - expenditure through physical and mental effort is as natural in work as in play. Depending on controlled environmental conditions, work can either become a source of satisfaction or a form of punishment;
 - people will self-manage and self-control in order to achieve their dedicated goals;

- the commitment in achieving a goal depends to the rewards associated with their successful completion. *The most significant reward is the internal one, the self-satisfaction;*
- ordinary people learn in proper conditions not only to accept responsibility but also to desire it. Avoiding responsibility is generally considered a consequence of past experiences, and not an inherent human characteristic;
- the ability to use a relatively high degree of imagination, ingenuity and creativity in solving problems is widely distributed and not limited in the general population;
- in conditions frequently encountered in modern life, the intellectual potential of an average person is only partly used.

From William Glasser he also took: assuming responsibility for their own behavior; dropping the coercive approaches, investing time, however little, to identify behavioral motivation; creating a safe environment., and from W. Edwards Deming – the continuous *self-inspection*, according to which everybody wins in a cooperative and collaborative environment, a vision which is in contrast to the competitive traditionalist approach which assumes that if a person wins, another one loses - the winner takes the loser portion. People work better together. Rather than erect barriers, which are often the result of competition, he believed in taking down barriers in order to make people enjoy their efforts. Its fundamental principles were *continuous improvement, the elimination of fears and building confidence instead of control*. Desires can not be imposed or dictated, the internal motivations, such as desires, are the key stone for achievements.

Three practical principles in applying system for improving the responsibility:

1. to be *positive* in everything you say and do. Students perform better when they feel good about themselves;
2. students are free to *choose their resolutions* - in any event, becoming more controlled and more responsible, feeling stronger;
3. to make students reflect and self-assess themselves.

By using these three principles, namely *positivism*, providing power through the *right of choosing* and encouraging *reflection*, the teacher stress significantly reduces and addressing inappropriate behaviors becomes a learning opportunity rather than a problem. The aim is to influence students, and not force them to change.

The three steps in the system for improving the responsibility: When applied in the classroom, the system has three phases: *teaching, questioning and challenging answers*.

Applying the system for improving the responsibility for assessing behaviors

Step 1: Teaching the hierarchy. Class behaviors can be associated with the various levels of hierarchy. These behaviors are established together with students.

Level D	Democracy	Is self-disciplined. Is considerate with those around him/her. Is self-confident. Does good deeds because it is right. <i>The motivation is internal.</i>
Level C	Cooperation/ compliance	Listens. Cooperates. Does what it is expected of him/her. <i>The motivation is external.</i>
Level B	Aggression	Acts as the leader. Disturbs others. Is aggressive towards others. Violates class standards. <i>Needs to be dominated to act correctly.</i>
Level A	Anarchy	Noisy. Uncontrollable. Uncertain.

It is important for students to understand the following ideas:

1. Behaviors at levels A and B are never acceptable. It requires the authoritarian intervention of the teacher at each of these levels.
2. The level C behavior is acceptable, but the motivation is *external* - acquiring approval or avoids punishment.
3. The levels C and D are different by the type of motivation and not necessarily by behavior.
4. Level D is the target to be achieved, the motivation is *internal* - the initiative to do what is right, what is appropriate or responsible.

Step 2: Reflective questions. The students are asked to reflect on their behavior. The purpose of this stage is to convince students that their behaviors are inappropriate and to self-evaluate. First question: "At what level that behavior falls?". By referring to a particular level and not to a certain student's behavior, the successful separation between the one who commits the offence and the deed itself, it's achieved. Students no longer feel the need to defend themselves. Once they have learned the hierarchy, it was easy for students to assess the appropriate level for their behaviors and after identifying a

particular action as unacceptable they felt compelled to correct or at least not repeat that action.

Step 3: Inducing behavioral changes. Sometimes a student continues to behave inappropriately, even if he/she realized that this is unacceptable. In these cases "guided choices" were used. The student received a task designed to provoke a self-evaluation, with the goal of choosing (rather than imposing) an action plan. In this way, the student can develop a procedure to redirect his impulses and to help prevent similar inappropriate behavior in the future. This approach demonstrates that authority may be used when necessary, but without becoming punitive.

Applying the system for improving the responsibility for assessment in other school objects

The system for improving the responsibility can be applied to any school discipline by analogy to the assessing behaviors one. The three phases are noted: teaching, questioning and challenging answers.

Step 1: Teaching the hierarchy. Together with students the four development levels: A, B, C and D for one academic skills covered are stated, where A and B are the levels of skills development which are unacceptable in the classroom, C- a good level of skills development based on an external motivation of recognition and compliance, D- a very good skills development in which the motivation is *internal* - the initiative to do what is right, what is appropriate or responsible to surpass yourself. It is required to describe the behavior of students that corresponds to each level for the targeted skill. Debates aspects pointed out by students for each level.

Step 2: Reflective questions. After reviewing various examples for all levels of development, specific discussions are started about the consequences and the benefits of each level (A and B - for these students their choices and actions lead them in the exactly in the opposite direction, C- they conform to class expectations, but fails to do so with pleasure. With moderate efforts the results are also moderate; D - this is the level at which people take the initiative to do what is right or appropriate. Individuals at this level tend to *motivate themselves* to work hard and get results. The results are long-term and visible. Individuals at this level have a good opinion of themselves and are aware that it is the result of choices made in a conscious manner). After these discussions students are invited to reflect and asked to analyze their own behavior related to the academic skill called into question, to think on their own a few minutes and then honestly assess their own choices.

Step 3: causing behavioral changes. The students were given a task to provoke the self-assessment, the development (rather than imposing) of a personal plan of action for self-evaluation.

The personal action plan

Another way in which the teacher may involve the student in the assessment process, to make him/her responsible and to determine him/her to actively contribute to their own development by setting clear targets, is the personal plan of action. It offers students the opportunity: to get feedback on the effectiveness of learning, and to identify areas where improvements could be made, to plan the way on how they will apply the elements learned to their activity.

The Structure of the action plan is as follows:

- Sheet 1: An individualized index, including personal assessment of the strengths and weaknesses in the unit content. It describes all targeted behaviors in the first column, one behavior for each row;
- Sheet 2: A general index comprising the improvement plan for weaknesses identified in sheet 1;
- Sheet 3: A general index comprising individual projects aimed at implementing the aspects learned.

Sheet 1: what have we learned?

Content	Uncertain	Certain	Very certain
How certain do you feel about the following:			

Sheet 2: areas requiring future development

Fill the following table for any area that you marked "uncertain" in Sheet 1.

Field	
	What should you do to develop this field?
	How will you develop this field?
	When will you develop this field?

Sheet 3: IMPLEMENTING THE ASPECTS LEARNED

Fill the following table for any area that you marked "certain" in Sheet 1.

What field in the first table you can use in school, in your class, in your ongoing activities?	
How would you implement that field?	
What resources you need to develop this field?	
When are you going to plan this activity?	

The personal action plan can be part of the personal development portfolio. After its completion, the support of a teacher or other authorized person who can assist the student can be asked.

Conclusions

Looking at the assessment form a student's perspective and form the benefits their personal development throughout the educational process provides, we can metaphorically define it as "a gift for life", because with each passing moment, with every choice we make we are building our lives. The quality of life depends on the choices we make. Becoming aware, we can make decisions that lead to positive results, which gives young people and even children the vision they need to analyze their choices and to plan their future actions. Although initially it seemed that only students that displayed an inappropriate behavior benefited from the system for improving the responsibility, it was seen fairly quickly that *all* students were receiving an incredible gift. By its very nature, the hierarchy causes people to aim to be placed at the most advanced level. The children found out that they can become better by consciously choosing to aim for level D, the level at which they acquired their autonomy, making the right choices without the need for a teacher to direct them.

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STUDENTS TRAINING IN DECISION AND PROBLEM SOLVING PROCESS

Anca EGERĂU, PhD.¹⁰⁰
University “Aurel Vlaicu“ Arad

Abstract: *Simulation of educational interventions aimed at capturing relationships influencing and communication established between teacher and students, between students-students, parents, identify difficulties that may arise in managerial activities (relationship with the group, crisis management, training and student motivation). Through role play we supported comprehensive understanding of the mechanisms involved and active participation organizational issues, emphasizing the correct or incorrect management approach in certain situations, providing feedforward possibilities for future management.*

Keywords: *role play, developing negotiation skills, strategies and styles, interpersonal relationships.*

Role play - stimulating networking mechanisms

Role play is an interactive teaching method, which is based on the simulation of actual activities, mainly aiming at the development of specific behaviors in this situation is about the decision. The premise from which we started, was that the game has multiple meanings formative role, stimulating educational interactions. This method has been integrated into the initial training for the teaching profession for the purposes of achieving the following *objectives*, among which:

- facilitating socio-professional integration of active learning thanks interpretation and subsequent employment roles required of new statuses, positions;
- training and human behavior modeling based on characterizing structure interaction simulation, a relationship or social status group, the distribution among the participants of statuses very well defined and interrelated;

¹⁰⁰ Mail anca_petroi@yahoo.com

- familiarity with managerial approaches, thinking, feeling, and action-specific statuses;
- capacity for empathy and understanding opinions, feelings and aspirations educational partners;
- capacity to capture, understand and evaluate opinions and value orientations of people who relate;
- build capacity to solve problem situations;
- correctness managerial behavior formats, validation learned correctly and incorrectly learned invalidation;
- basic and advanced skills in group work and collective leadership;
- obtaining a connection quickly reverse the consequences of actions, to validate the proposed solutions, which further increases the instrumental value of this method.

In the design, organization, conduct and evaluation of the role we play the following steps:

- Identifying the educational situation that lends itself to simulation using role playing and meeting objectives, or behaviors, skills, abilities, etc., that students must acquire in the interpretation and roles (as problem 1 - *relations of competition* / state issue 2 - *cooperative relationship* / situation issue 3 - *relationship conflict*).
- Design situation and scenario modeling.
- Simulated situation is analyzed in terms of status, and types of interactions involved, whichever is the scenario only essentials, respectively statuses and most important roles that serve to define an interactional model.
- The elaborate script itself, that the new structure of statuses and roles that will be used in training and being adapted, is greatly simplified compared to the real situation.
- Choice of partners and their training requirements in relation to specific and role-play, and casting those familiar with the tasks done. For each participant are described statuses and roles, in a statement.
- Individual Learning by each participant role by studying sheet: this, participants are left 15-20 minutes to internalize the role and to develop their own way of interpretation, setting objectives and strategy / way to address the situation -problem.
- Role play by all participants.
- Debate how to interpret and replay sequences that have not shown the expected behavior. Participate in discussion and role-playing observers but must be given priority direct participants (performers) to communicate what they felt playing roles.

- Develop conclusions focusing on aspects that can be exploited in educational practice.

Typology as the training activities we used:

- *game arbitraj* (mediation and conflict solving problems that occur at the school, so that was involved in conflict management officials, teachers, students, parents);
- *game competition* (performing obtaining simulation, participants are distributed in small groups, with different statuses and roles, which may receive competition objectives, then, are forced to choose between possible variables of the game, to adopt strategies and different managerial styles and identify optimal solutions);
- *negotiation game* (developing negotiation skills, students are divided into small groups that are put in a position to achieve social transactions).

Proposed role play themes - psycho impact factors and internal dynamics models of group decision making education aimed at:

- *Conformity and nonconformity;*
- *Latent and hidden tensions;*
- *Cohesion and dissociation groups.*

Pedagogical potential role plays made in the formative experiment were that led to explore new strategies to address educational issues on a "micro" students being in the position of subjects (student role), but also facilitators of this process by assuming the role of educator-manager. Using tools of observation (observation protocols) and self-evaluation (self-evaluation sheets styles of problem solving situations) has produced a self-control effective decision-making skills but also reflecting on their activation mechanisms in terms of cognitive, affective and movement-action, students are put in a position to interrelate using different strategies and styles.

Statistical analysis of the data obtained throughout the formative experiment

According to the strategic guidelines for the development of students' decision-making competencies, the focus moves from centering on results, through the generation of new meanings and perspectives addressed to problem situations, raised from different levels of interpersonal relationships within the school. We appreciate the opportunity to achieve a constructive analysis of the development and implementation of actional alternatives driven by experimental group subjects. At the same time, this process of reflection and self-assessment of the personal mechanisms of involvement and participation are particularly relevant for the formative experiment.

The design and implementation of problem-situations approach models found in the human relationships within the school, the students in the experimental group have used in the formative intervention a checklist of situational modeling, together with the self-evaluation sheet of strategies efficiency and styles of problem situations approach. These tools give us some data that lends themselves to a primary processing, so we can conclude that aggregated scores for each student are normally and symmetrically distributed.

Statistical analysis of the data allows us to see that, after reflection on modeling quality and self-assessment on the effectiveness of the strategies used, the average scores obtained is 50.15 and the median is 50. According to these values it can be observed that the average is distributed in the center of the scores obtained from the 190 subjects of the experimental group and is close to the score with the highest frequency (module with value 48), this is relevant for the symmetry of the distribution curve. At the same time it appears that scores are less dispersed from the average, varying on average, compared to the average score with 5.23.

Between observed and theoretical average, was achieved a positive significant difference ($df = 10.15$), using the calculation of t for a single cohort, so we can support that the level of awareness regarding the effectiveness of the proactive involvement mechanisms and active participation is on average higher with 15.92 than the expected average (Table1).

Tabel.1. The aggregated scores of the approached models for the three type of problem situations- observed and theoretical average comparative

	<i>Theoretical</i>	<i>Observed</i>
<i>Minimal score</i>	14	37
<i>Maximal score</i>	68	63
<i>Average</i>	41,15	50,15
<i>The significance of average difference</i>	t= 16,470 significant for a p<.01	

It notes that, comparative reporting of the student scores, as a result of personal reflection on the process of situational modeling and the self-assessment on effectiveness implementing these alternatives addressed to problem-situations, they do not differ significantly, according to specific educational situations.

In the three problematic cases, subject of modeling and intervention simulated in role-play, was found that the standard deviation is small, the obtained scores were close to each other (Table 2).

Table 2. The aggregated scores of the approached models for the three type of problem situations – central tendency values

	<i>Reflection on modeling/simulation for problem-situation 1 (competitive relationship)</i>	<i>Reflection on modeling/simulation for problem-situation 2 (colaboration relationship)</i>	<i>Reflection on modeling/simulation for problem-situation 3 (conflictual relationship)</i>
<i>Average</i>	16,18	16,70	16,75
<i>Median</i>	16	17	17
<i>Modul</i>	16	17	17
<i>Standard deviation</i>	1,78	1,94	2,89

It is noted that the lowest values are recorded for central tendency, as a result of the personal reflection and self-evaluation process in developing and implementing models which address the problem-situation 1 (competition relationship). In case of self-assessment and reflection on modeling / simulation strategies and styles of approach in problem-situation 3 (conflict relationship) were obtained the highest values of central tendencies. Next we applied the t test for paired cohorts, analysing if the differences between the averages are statistically significant (Table 3).

Table 3. Difference calculation between the scores for the three problem-situations

	<i>Avarege difference</i>	<i>Standard deviation</i>	<i>T</i>	<i>p</i>
<i>Modeling/ simulation problem-situation 1 Scores</i> <i>Modeling/ simulation problem-situation 2 Scores</i>	-,52285	2,38379	2,024	025
<i>Modeling/ simulation problem-situation 1 Scores</i> <i>Modeling/ simulation problem-situation 3 Scores</i>	-,57429	2,81346	1,883	036

<i>situation 3 Scores</i>				
<i>Modeling/ simulation problem-situation 2 Scores Modeling/ simulation problem-situation 3 Scores</i>	-,05142	2,53593	187	752

These differences show that approaching mechanisms differs significantly, in average (for $p < .05$), when students in the experimental group are developing and implementing an approaching model for the problem-situation 2 (cooperative relationships) reporting to the problem-situation 1 (relationship of competition). This can be explained by the fact that the task to develop / implement an approach model for the problem-situation 1 (relationship of competition) was perceived as more difficult, leading to obtain lower scores, on average, than the scores obtained for the problem-situation 2 (cooperative relationships).

Regarding the averages obtained after the self-assessment and reflection process in development/implementation models for problem-situation 1 (relationship of competition) and that obtained for the problem-situation 3 (relationship of conflict), there is a significant difference (for $p < .05$), the latter being perceived by students to be achieved easily, clearer strategy, the obtained results are more fairly valued. The differences are insignificant between the average scores obtained for modeling / simulation alternatives for the situation-problem 2 and average scores reflection on modeling / simulation for the situation-problem 3. Therefore, the students have realized the need to restructure strategies and styles involved in developing interrelations in the school organization and appreciated situational modeling as properly designed especially in cases 2 and 3, thus showing greater confidence in the potential of each decision.

Further, we found out based on test χ^2 , that the gender variable determines differences in the distribution of scores obtained by students in the experimental group. Note that these differences are insignificant for personal reflection on situational modeling and self-assessment of strategies and styles effectiveness used for problem-situation 1 (relationship of competition), but are highly significant for scores on other problem-situations. Between the scores obtained by people male gender and females was recorded a significant difference, the females having a higher score from reflection and self-assessment for preparation and implementation models address the situation-problem 2 and 3. In this case female individuals show an increased confidence in their decisional abilities and aptitudes, saying that the situations are not difficult and can achieve performance (Table 4).

Table 4. Difference significance between frequencies for the variable-gender

<i>Variable</i>		χ^2 value	<i>Significance level</i>
<i>Gender</i>	Modeling/ simulation for situation-problem 1	9,633	0,267
	Modeling/ simulation for situation-problem 2	18,998	0,005
	Modeling/ simulation for situation-problem 3	23,182	0,005

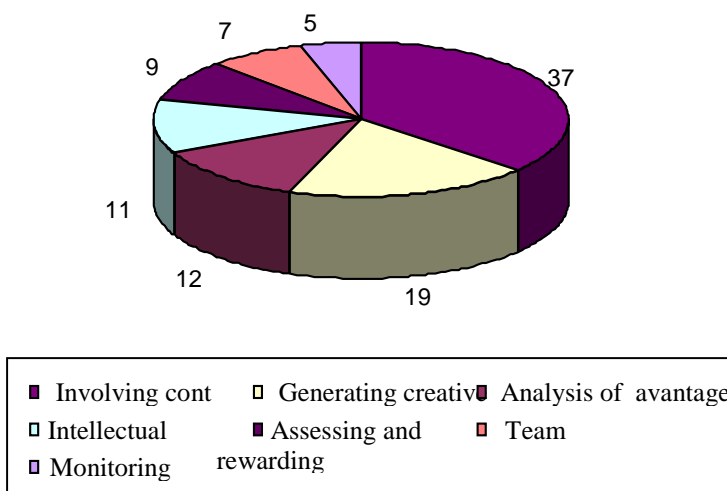
The χ^2 test shows that there are not significant differences between the observed and theoretical frequencies regarding the distribution of scores, depending on the area of specialization of the students involved in the formative experiment at $p > .05$ (Table 5).

Table 5. Difference significance between frequencies for the variable – professional development level

<i>Variable</i>		χ^2 value	<i>Significance level</i>
<i>Specialization domain</i>	Modeling/ simulation for situation-problem 1	21,638	0,565
	Modeling/ simulation for situation-problem 2	23,983	0,289
	Modeling/ simulation for situation-problem 3	29,952	0,408

For the variable strategy to approach situations / problems, it appears that subjects scores did not differ significantly from one type of situation-problem to another. Calculating the average percentage for the three types of problem-situations, shows that strategies addressed to situations / problems are preferred by students (Figure 2) involving contextual and situational analysis (37%), generating creative solutions (19 %), analysis of advantages / disadvantages in actionable alternatives (12%), intellectual stimulation (11%), assessing and rewarding performances (9%), team motivation (7%), monitoring errors (5%).

Figure 2. Approaching strategies preferred by subjects in modeling/simulation of the intervention for three problem-situation



In what follows we analyzed subjects conscience outlet on the design and implementation of situation addapted strategies and styles, within the meaning of the awareness that they were correctly or incorrectly selected and adapted. Students in case of reflection on modeling / simulation approach situation- problem1 (relationship of competition) found in large numbers, have chosen and adapted their strategy and styl which works correctly and doesn't needs to be restructured (43.41%).

For the situation-problem 2 (cooperative relationships), decreases the number of students who believe that they have correctly chosen and adapted their strategy (40.83%), and for situation-problem 3 (relationship of conflict), only 38.99% of subjects said that those initial strategys and styles are correct, while 30.14% have restructured along their approach (Table 6).

Table 6. Variable – action strategies and styles – percentage values for appreciation of the correctness/ incorrectness in selection and adaptation to a problem-situation

Variable	Correct Selection/ adaptation	Incorrect Selection/ adaptatio n	Restructuring/ alternative action/ professional

				<i>development</i>
<i>Managerial strategies</i>	Modeling/ simulation situation 1	43,41%	29,34%	27,25%
	Modeling/ simulation situation 2	40,83%	26,88%	32,29%
	Modeling/ simulation situation 3	38,99%	30,87%	30,14%

It is noted that in the development and implementation of strategies addressed to problem-situation 1 (relationship of competition) safety on the choice of actionable strategies is higher than for problem-situation 2 and 3. We can appreciate that this is due to the formative effect of observation protocols, in which students were oriented to capture and analyze strategies and styles, varied and complex, more or less used in educational practice. In figures we presented a chart with the scores of the belief that they chose working styles and strategies correctly / incorrectly, depending on the professional development level.

Conclusions

Data statistical analysis reveals that in terms of the extent to which the variable self assessment predicts the evolution of the variable management performance assessment, just for modeling / simulation strategies and styles case-management problem-situation 1 (relationship of competition) with conviction is higher as it is selected / adjusted correct management strategy, the more it is considered a higher level of performance.

Qualitative analysis of these results highlight the formative valencies of the instruments used in the experiment, the teachers in the experimental group appreciated their usefulness in developing alternative act, with awareness of the role and importance of managerial mechanisms of involvement and participation in school management.

Simulation of educational interventions aimed at capturing relationships influencing and communication established between teacher and students, between students-students, parents, identify difficulties that may arise in managerial activities (relationship with the group, crisis management, training and student motivation). Through role play we supported comprehensive understanding of the mechanisms involved and active participation organizational issues, emphasizing the correct or incorrect management approach in certain situations, providing feedforward possibilities for future management.

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CHARACTERISTICS OF WELL-BEING INDICATORS DEVELOPED BY ARAD'S CITIZENS

Bran Camelia-Nadia, Ph.D.¹⁰¹
"Aurel Vlaicu" University of Arad

Abstract: *Within the POS-DRU project „ Rolul dialogului social in dezvoltarea incluziunii sociale active”(“The role of social dialogue in developing active social inclusion”, Arad municipality has set an ambitious goal to become a “Responsibility territory” by applying the SPIRAL methodology proposed by Council of Europe. 209 citizens from 20 homogeneous groups were asked to define well being in Arad, to state what are the obstacles for having a good life and what they intend to do for the improvement of their life. This study presents research results processed using ESPOIR software. We can say that the idea of the good life in Arad link to: 1) the means of living resources and 2) attitudes and initiatives, both in prospect.*

Key words: *POS-DRU project, ESPOIR software, criteria, indicators of well-being, obtaining, quality, sustainability, opposition*

I. Developing and using the well-being indicators with citizens of Arad

The Council of Europe has had a Social Cohesion Strategy since the year 2000; it was revised in 2004 and 2010. It defines social cohesion as “society’s capacity to ensure the well-being of all its members, minimising disparities and avoiding polarisation, to manage differences and divisions, and to acquire the means of ensuring the social welfare of all its members. “(CDCS 23rd Report 24-25 february, 2010, pag.13.)

In its strategy for social cohesion, the Council of Europe defines social cohesion as the capacity of a society to ensure welfare of all through the shared responsibility of its various stakeholders (public and private players, citizens). A link is established with sustainable development, through the inclusion of the welfare of future generations. The implementation of the strategy requires: (CDCS 23rd Report 24-25 february, 2010, pg.13.-18)

¹⁰¹ Mail brancamelia@gmail.com

1. The development of indicators to define and measure the well-being of all, in particular in co-operation with citizens themselves;
2. The sharing of responsibilities to ensure progress towards the well-being of all, including future generations;
3. Monitoring and evaluation of the societal progress achieved.

Within the project "The role of social dialogue in developing active social inclusion", financed by the Social European Found and coordinated by the CRIES Association, Arad municipality has set an ambitious goal to become a "Responsibility territory" by applying the SPIRAL methodology proposed by Council of Europe. The method for the concerted development of indicators of progress with the aim of fostering, among those concerned in a particular area or institution, shared responsibility for the well-being of all involves ensuring that the parties concerned, or their acknowledged representatives, actually take part. This is done by setting up a co-ordination group representing the parties involved. This group carries the whole process forward. Arad's Local Group of Action includes 26 local structures: NGOs, public authorities, citizens. One or more preliminary meetings provided an opportunity to organize the process, ensured that it is complete and made sure that the group has taken on board its role, which was to carry through and co-ordinate the process.

In the light of the principle that the definition of well-being for all must be based on the way in which citizens themselves see it, the co-ordination group began by organising small, homogeneous groups of eight to ten people. In Arad we have consulted 20 homogeneous groups, as shown below: *Unskilled workers; Civil servants / Fire fighters; prospective teachers; Scientists of Education; Employees in the system of social protection / social assistants; teaching staff; Economists in the social field; Prisoners / Imprisoned; Resident / non-institutionalized elderly; Institutionalized residents; Doctors; Lawyers; Journalists; Sportsmen; Higher education students; Psychologists; Cultural actors; Representatives of non-governmental organizations; Young volunteers; Workers in the prison.*

These groups were invited to consider the matter individually (by writing "post it" notes) and then collectively (taking stock of their thoughts together) in the light of three simple and completely open questions: 1) What do you understand by well-being? 2) What you understand by ill-being? 3) What do you do to ensure your own well-being? This generated a large number of highly varied criteria for well-being, put forward by the various groups. These criteria were then pooled and organised according to the main facets of well-being, so as to produce a consolidated, inclusive set of criteria. The next stage was to devise indicators for progress/well-being on the basis of the criteria allocated to each of the indicators identified. Given that a progress indicator must be able to measure progress between what may be considered a

very bad situation and, at the other extreme, an ideal situation corresponding to the objective to be achieved, progress indicators are devised in relation to five situations: *very bad situation, bad situation, average situation, good situation and, finally, ideal situation*. The five situations thus describe the path to progress on which local players embark in their efforts to ensure well-being in all its dimensions.

Following the final processing of all data in the ESPOIR software, a series of graphics of the statistical results obtained from processing criteria, indicators were generated.

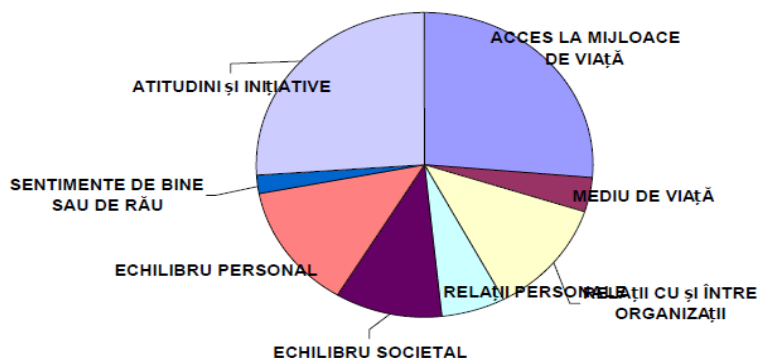
In the table bellow, we have presented the distribution of criteria and indicators ‘families having the most representative interest for Arad.

Table. No.1.Sinthetic representation of indicators

<p>A. Access to the means of life 26,44% A00 – Access to the means of life 0.21% NA0- Generally unclassified A 0,63% A01 – Access to food 5.29% A02- Acces to Medications and health services– 8.88% A03 Home/interior comfort 6.98% A04 Clothing – 0% A05- Education/Training – 5.29% A06 – Access to a job 10.36% A07 –leisure, culture, sport 6,13% A08 – purchasing power/access to finance 47.57% A09 – help and personalized services 4.02% A10 –Mobility 2,33 A11 –Access to information/ 2.33%</p> <p>B. Environment 3,69% B00 General Environment 0.42 % NB0 -Generally Unclassified B 0.21% B01 – Sanitation/Pollution/Noise 3.38% B02 – Basic infrastructure 5.92% B03 -Services and trade structures 0.63% B04- Places for meeting and</p>	<p>E. Societal Balance 10,12% E00 – Societal Balance 0.21% NE0-Generally Unclassified E 0.63% E01 – Affirmation and transmission of identity and values 8.25 % E02 – Courtesy, respect and tolerance 5.8% E03 – Solidarity, knowledge and resources sharing and transmission 4.44% E04 Social Mixed /Segregation 0.85% E05 Economic Balance 1.9% E06 – Demographic Balance 0% E07 – Fairness and social mobility 5.29% E08 – Inclusion/Exclusion 2.54% E09 – Peace/Violence 4.23% E10 – Relationships between society and the environment 0.21% E11 – Scientific and Technical Progress 0.42%</p> <p>F. Personal Balance 13,36% F00 – Personal Balance 1.48% NF0 -Generally Unclassified F0% F01 – Physical and health Balance 19.87% F02- Autonomy, freedom, independence 3.38% F03 – Time management and balance between activities 8.25 com% F04 – Emotional Balance and mentally</p>
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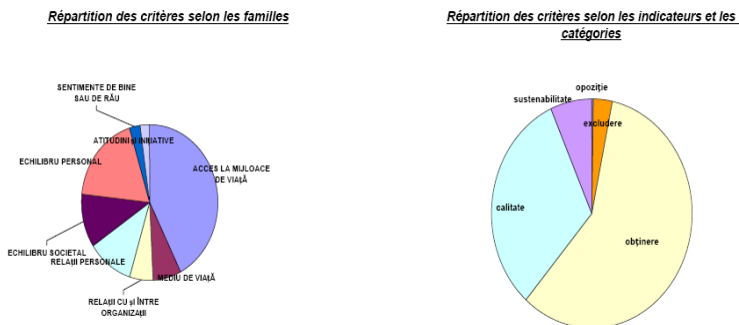
leisure 2.75% B05 – Weather, natural phenomena 0% - B06- Landscape 0.63% B07 – Production conditions 0% C. Relations with and between organizations 12,19% C00 Relations with and between organizations 0.21% NC0 Generally Unclassified C 0% C01 – Fundamental rights/Recognition 1.9% C02 – Functioning of Justice 7.82% C03- Democracy C04 – Transparency/communication 4.65% C05 – Organization, management, financing 24.74% C06 – Access, information, contacts with organizations 0.63% D personal Relations 6.09% D00 – Personal Relationships 0.21% D01 – Couple relationships/sexual and sentimental relationships 2.54% D02 Family Life/family relations 13.53% D03 – Friendship/friendship relations 1.27% D04 Neighbourhood relations 0.63% D05 – Workplace relations 4.86% ND0 -Generally Unclassified D 0%	3.59% F05 – Spirituality and religion – 2.75% F06 -Balance in its relations with society 2.33% F07 – Personal development 8.88% G. Good or bad feelings 1.96% G00 –Good or bad feelings 0.21% G01 – Self-esteem/ humility 1.27% G02 – Satisfaction/Frustration 0.85% G03 – Serenity/Fear 1.06% G04 – Stress/worry 3.59% G05 – Joy/sadness 0.42% – NG0 -Generally unclassified G 0% H. Attitudes and initiatives 26,16% H00 -Attitudes and initiatives – 0.21% NH0 Generally unclassified H 0.63% H0 -To work with himself/Self Respect 6.98% H02 – Activities and private initiatives 34.88% H03– Attitude/be sociable 4.65 H04 – To meet/listen to/be responsible 14.16% H05 – Personal responsibility to common goods 8.88% H06 – To engage in society 21.56% H07 – Collective, dynamic involvement 5.07%
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We can find that the first 3 positions as importance are covered by:



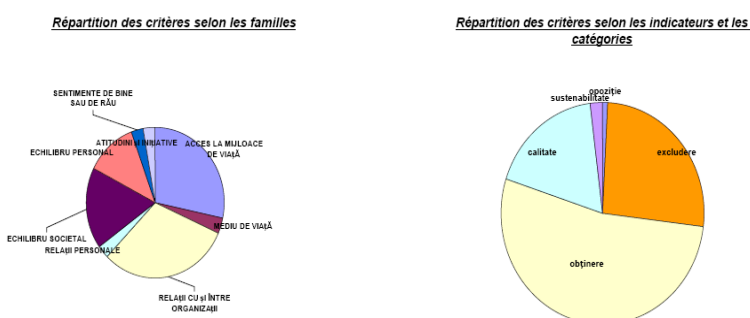
(A) access to the means of life; (H). attitudes and initiatives and (E). Personal balance, (C) Relationships with and among the organizations, (B). Living environment and (G). Good and bad feelings. As compared with other cities, in Arad there is a greater concern for the environment, especially at the level of quality.

Figure 1- The distribution of the citizens' answer within the eight families of indicators



Accordingly, for general distribution of data, we can say that the idea of the good life, in Arad binds to (1) resources on means of life and (2)

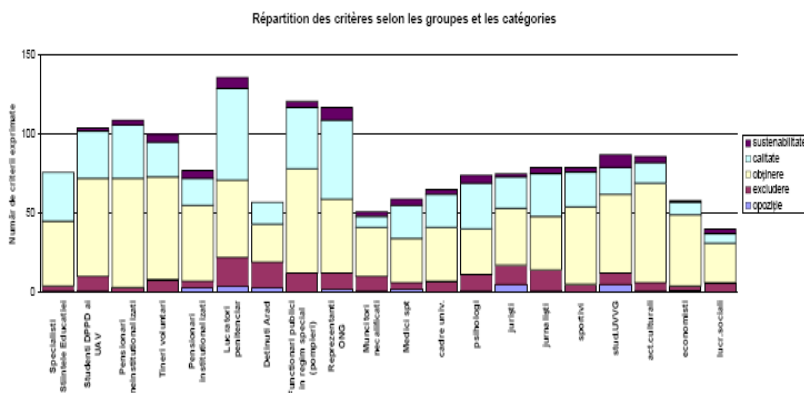
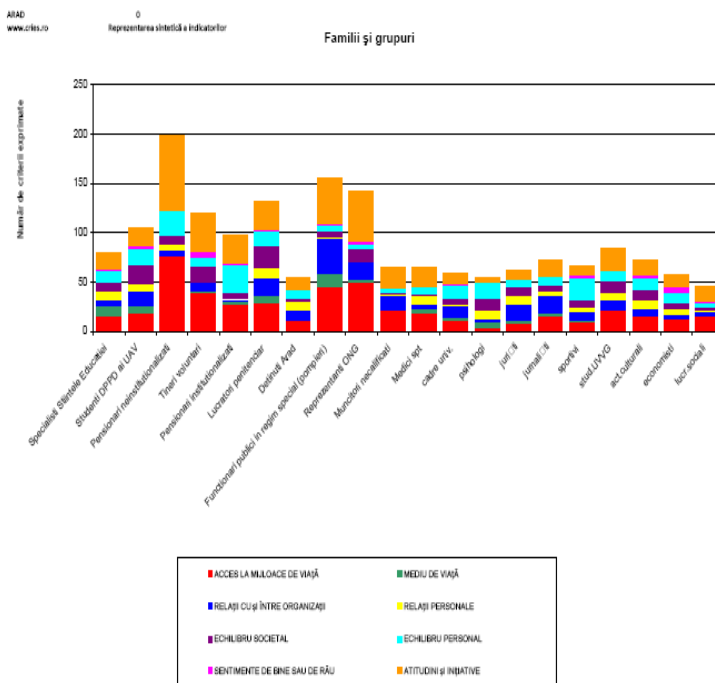
attitudes and initiatives, both in perspective. With other words, within the community of Arad there is a lack of means of life and civic attitudes and initiatives. We have gone deeper with this analysis by following the same distributions of the answers provided by the citizens for those 3 questions. For the 3 questions mentioned above, it was observed a significant differences between distributions of the criteria on the 8 families and on the 4 categories. Thus, under the first pie-chart, referring on *what constitutes a good life*, the answers were mainly related to the “access to the means of life”, followed by “personal balance” and then “social balance”. The answers were included mainly in the catheogory of “öbtaining”, meaning that there is a lack or a poor level of resources referring to personal and social balance. Other indicators were mentioned especially in terms of “quality”.(eg. Education,environment).



Analysis of responses relative to the hindrances in having a good life brought into question the critical relationships with the public organizations from Arad. The most commonly reported phenomena were corruption and bureaucracy. The second place was occupied by the "acces to the means of life" followed by the "social balance" and "personal balance". Also focused significantly toward "obtaining" category, a significant proportion of responses were included in the category of "exclusion" referring to the blocked access to the means to ensure a good living. Thus, the citizens of Arad consider that having a good life is hindered by the mal-functioning of the public institutions. The insufficiency of the means of life and the unbalanced social life are considered the 2nd and 3rd factor that prevent the citizens of Arad of having a good life.



Lastly, in respect of the third question, it was highlighted the segment of attitudes and initiatives, mainly from the perspective of “quality”. The citizens of Arad believed, that there are not enough initiatives for improving ones well-being. The existing ones require a higher quality. Within the second series of Statistics, we have conducted a differentiation between families of indicators and the categories on investigated groups. Thus, for Arad, in first graph we can see the dominant presence of family-“life means” (red) and H-“attitudes” (orange) for all groups except the investigated Group *Sportsmen* and *Psychologists* for whom “the personal balance” is more important. Within the group *civil servants in special regime*, in addition to the two families of the above-mentioned indicators, it appeared with about the same weight the family of indicators referring to the “Relationships with and among organizations”. Within the group of *Prison Workers* there was relatively equal proportion between “access to the means of life”, “attitudes and initiatives” and “social balance” followed closely by “Relationships with and among organizations”. For the group of “institutionalized retirees” it was very important “the personal balance”, particularly keeping ties with family. *Lawyers* and *journalists* are primarily concerned with “Relations with and between organizations”, then “the attitudes” and “personal and community initiatives”, “access to the means of life” hovering in 3rd place. It seems to be a strong correlation between occupational groups and the preference for one or other of the families.



The second right bar graph shows the distribution of categories for analyzed groups. We can observe the clear domination of the categories „obtaining” and „quality”. For the following groups: prison workers and representatives of NGO half of the responses aimed at „quality”. In other

words, for these 2 groups the idea of good living linked to the quality of certain existing landmarks. Even if the „exclusion” has fairly small weights in the responses of groups, it was interesting to found that prison workers identified more things that block their access to a good life than the detainees. These two groups together with lawyers had the highest scores for „exclusion’. At the opposite pole were uninstitutionalized pensioners.. Paradoxically, people with limited access to the means of life have identified fewer things that blocks their access to a better life compared to groups considered "privileged".

In order to have a more representative diagnosis of well-being in Arad, a questionnaire based on the ESPOIR five dimensions outcomes (very bad situation, bad situation, average situation, good situation, and sustainable situation) should be applied on a statistically representative sample.

The process of defining well-being indicators in Arad was followed by the co evaluation of the existing 15 local initiatives from the point of view of their impact on the 59 indicators. A Local Plan of Action was set up containing more than 10 action proposals for increasing the citizens’ well-being.

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ORGANIZATIONAL BEHAVIOR AND MANAGEMENT ISSUES IN EDUCATION

Adina Eleonora Sturz¹⁰²
Radu Cureteanu¹⁰³
Anton Ilica¹⁰⁴

Abstract: *In this article, we want to clarify the issue of the relation management applied to the education system. With this occasion, expressed the opinion related to the impact it has intersection of terms and concepts of the different areas, in this case economic - educational. It is a theoretical research of speculative type to give those interested a view for implementation in school practice an interdisciplinary element in order to increase the efficiency of managing educational institutions.*

Keywords: *education system, organizational behavior, knowledge organization*

Organization and institution

In a modern sense, the word organization is increasingly used indiscriminately to any coherent group, regardless of social or economic functioning area. Moreover, if the economic area use terms like company, factory, company, corporation, etc., now theorists of **organizational behavior**¹⁰⁵ come exactly from this sphere of productive activity. Any human phenomenon, organized on the basis of principles, rules, hierarchies fall within the concept. Furthermore, the organization is redefined as a "field" or

¹⁰² Teaching Assistant., Aurel Vlaicu University Arad: e-mail: adinasturz@yahoo.com

¹⁰³ Assistant Professor Ph.D., Aurel Vlaicu University Arad: e-mail: radu.cureteanu@uav.ro

¹⁰⁴ Full Professor Ph.D., Aurel Vlaicu University Arad: e-mail: anton.ilica@yahoo.com

¹⁰⁵ **Behavior** is the observable activity of an organism interaction with its environment. The term can refer to activity in general or a certain activity, so a particular case. The term began to be used in the psychology of JB Watson and H Pieroni, in the psychological paradigm called [Behaviorism](#), apud Wikipedia.org

"network." At one point, the question is of possible confusion between the institution and organization.

According to M. Vlăsceanu¹⁰⁶ (2003), institutions are normative, being subordinate constraint of rules, both behavioral and action. The institution has formal rules (laws, jurisdiction) and the informal "rules" (conventions, rituals, traditions), which induces the idea that accommodation with them requires reward and non-compliance entails punishment. The institution includes in itself a complex relationship between the physical environment (material base, non-human resources) and human environment of a production company, valuing the bureaucratic behavior, performance of strictly professional "duties" a kind of accommodation human behavior to regulations and rules. Competition and the need to increase efficiency led to attachment for rigid sense of this concept of new meanings. As they are obviously more prevalent and important concept was substituted by **organization**.

An organization is based on the existence of an institution (promoting rules, constraints, rules), but it is mainly to obtain performance by stimulating and motivating people by stimulating their level of satisfaction. Likening to a *field* (K. Lewin, P. Bourdieu, 1980), the organization has a "hierarchical space" positions and functions, each with specific responsibilities and interests with capital (material or scientific ex. recognition, accreditation, publications, authority), is capable of self-regulation, change, adaptation, stimulating relations of competition and flexing boundaries between hierarchical levels and power relations. It is however difficult to determine a satisfactory definition of the organization, so we resort to accepted opinion of E. Păun (1999): „*system of activities structured around finalities (goals, objectives) explicitly formulated, which involves a large number of individuals who own statuses and roles defined within a differentiated structure, with leading positions and coordinating activities*”¹⁰⁷. Looking at the definition we can summarize organization characteristics to four coordinates:

- *organizational structure* (complexity, size, roles and statuses, relationships, differentiating activities);
- *organizational control* (hierarchical structure, authority and power relations, staff, bureaucracy);
- *organizational behavior* (goals, organizational climate and culture);
- *organizational change* (flexibility, promote innovation, staff development).

¹⁰⁶**Mihaela Vlăsceanu**, b. 1949, professor at Faculty of Political Sciences, Bucharest. Volumes published: *Conștiință și cauzalitate* (1985), *Psihosociologia organizațiilor și conducerii* (1993), *Organizații și comportament organizațional* (2003).

¹⁰⁷Emil Păun, *Școala, o abordare sociologică*, Editura Polirom, Iași, 1999.

According to Mary Jo Hatch¹⁰⁸ (1997), can be identified four "metaphorical" moments in the analytic development of organization as reality phenomenon and concept:

- classical vision or machine metaphor ("imagine individuals in the position of robots / machines built by the manager in order to achieve predetermined objectives. In organizations where this "cars" works the manager is organizational engineer in the state whose concern is to designed, developed and ensure full functionality of these "machines") that is a kind of "organizations without people",
- modern vision or organic metaphor ("organization is a living organism that in order to function, is dependent on the environment and the resources it finds to survive"),
- symbolic vision interpretative or cultural metaphor ("emphasizes aspects related to what we might call the ethos of an organization: customs and traditions, myths, legends, beliefs, values and symbols. All this constitutes the organization culture and understanding the mechanisms of building organizational culture is relevant in building managerial strategy ") and
- postmodern vision or collage metaphor ("the analysis of an organization cannot make a clear separation between subject and object - these cannot be separated - postmodern theorists considered representative of the collage metaphor as an art form in which objects are rearranged to obtain a new object. it recognizes the existence of different perspectives and approach to building organizations explanatory theories").

To what extent the school is an organization? School as we stated earlier, has the attributes of both an institution and an organization. It is an institution that has legal status, director, students and teaching staff, is an organization that provides human resources (network relationships between individuals belonging to these communities), material resources - technology - (means, communication system, curriculum aimed at achieving the finalities of education at school level) and organizational culture. School gets in the areas of evolutionary "metaphors", such as that of car, according to the ideas of Ivan Illich, describing "unschooled school" or "society without school" organic metaphor and cultural metaphor, specific to current school and postmodern collage metaphor, according to that the school that does not suit the bureaucratic requirements, but show attraction towards disintegration, to medium and for immediate utility.

¹⁰⁸**Mary Jo Hatch**, management professor at Virginia Universit. Wrote: *Organization theory: modern, symbolic, and postmodern perspectives* (Oxford, 2006).

Knowledge organization

In one study, more essayistic, called **Knowledge-based organizations**, Professor H. Dragomirescu¹⁰⁹ states that when the society properly combined ("into a flagship design") knowledge of with organizing when it reached full maturity. Such a status allows the manifestation of society in three processes: innovation (creating new knowledge), learning (assimilate new knowledge) and interaction partners (capable of relationships with the same companies). Representing an organizational model of the 21st century, such an organization is an alternative to those based on authority and control, identifying signs of such an organization being notified after 1995. For example, "organization-brain" essence of a self-conscious organization, able to take on goals and materialize them in projects to develop and use their knowledge treasures creatively defying thus primacy conception over action"¹¹⁰. As a procedure, organizations can focus - for knowledge - towards:

- technology (equipment, IT, learning);
- projects (action, consistency, efficiency);
- organization (research, source of knowledge).

In organizations theory hierarchy paradigm (as rigid and authoritarian pyramid structure) is promoted network paradigm. According to the network organizing, each individual is in his own way and in its tasks a manager that turns information into knowledge and action. Recipes involving groups, and they are manifested through projects that promote cooperation rules, common representations and even cognitive maps. This implies that all actors, all human to have proactive behaviors related to co-development (knowledge generation), co-learning (mutual validation of purchases) and co-management (efficient use of knowledge).

To what extent schools through teaching and administrative staff, through students qualify as knowledge-based society? Unfortunately, **streets metaphor** (Emil Paun) remains for school a form of expression, making it still rigid, conservative and progressive ineffective. Education is a powerful bureaucratic and hierarchical organization and **the core group (school) becomes a performer of the decisions.**

Knowledge-based organizations¹¹¹ determine the change of management projects as separation efficiency of leadership by implementing measure is

¹⁰⁹H. Dragomirescu, *Knowledge based organizations*, www.rocai.ro, p.3.

¹¹⁰ Ibidem.

¹¹¹ Knowledge based organizations need a different leadership style, under the name of Manecognitiva. As a new discipline in the Europe of knowledge means knowledge management (L. Gherasim, 2007), aimed at organizing different societies as expected by "Manecognitiva club" discovering tolerances in the intellectual field, process, technology.

zero. Manager declines the administration and get "an architect of systems and processes." Its role is enriched with attributes of "facilitator, mentor, facilitator and promoter", which means "special management tasks such as *strategic concept, interpersonal, leadership and change management projects*. In other words, the manager handles 'collective competence', that is "what an organization knows and is able to do, in relation to their goals and environmental conditions determined based on the individual skills of their members treated systemically and strategically mobilized"¹¹².

As an appeal to the inability of educational institutions to contribute to the formation of such powers, the economic environment has organized its own "knowledge centers", "organizational systems", "and corporate universities". We know what happens beyond the existing products on the shelves of a supermarket? We see order, effects of marketing, product promotion, discounts, promotions, offers, design, computing, market exploration, exhibitions etc. In universities, there is no concern for a coherent vision of the entire management process specific major economic core.

Theories describe the history of a process and its effects. Knowledge is not as humane as it says. There is a form of imperialization of it and often it becomes "public good" in the form of pills. It is a consequence of the efficiency of an organization, which - obviously - targeting a profit of image, prestige and culture. Company X does not reveal "secrets" from their own creativity only when they are replaced with more efficient ones. "Knowledge" is "sold" or becomes "public" only when no more represents the organization ambition that created it and is likely to be replaced by a more advanced knowledge and more effective than previous. For example, secrets of a mobile telephony program can be "sold" or distributed to another organization when creative knowledge generated another program effective and efficient that ensures customers greater satisfaction.

Such organizations generate knowledge because are open to learning and creativity. There are kind of organizations that do not complain about money but time and quality human resources. They are "learning organizations" because "learning is a management tool specific to institutional culture"¹¹³. According to F. Kofman and P. M. Senge, "learning institutions are those in which people permanently develops ability to achieve desired results, where thinking and communication are promoted". They have three fundamentals elements that characterize them:

- culture based on curiosity, humility, understanding;
- practice for dialogue and coordinated action;
- ability to identify activity as a system.

¹¹² *Ibidem*, p. 13.

¹¹³ T. Coșeriu, *Instituția care învață*, www.design.ro (17. 09. 2008), p.1.

Also in each organization there are actors with different potentials and not motivational implications:

- uninvolved, those who do not learn;
- potential, those who want but seek personal motivation;
- involved, those who are committed and have organizational motivation
- proactive, meaning volunteers, dynamic, capable of change and the challenge of change.

For each category of the above, it promotes a specific strategy that is a custom operational plan able to determine a procedural efficiency (efficiency expresses "the relationship between performance and time invested"). Through strategy is aims differentiated global assimilation of concepts, learning the rules, training and development of skills, abilities, skills and behaviors.

The above considerations support a comment that we advance in the form of opinion. The first refers to the name: knowledge organization. What do you mean? We ask ourselves, is there any organization to structures its existence without "knowledge"?

Every organization has a life responsible and effective processual, based structurally on quality "inputs" in the system: the inputs to a system (organization) are based on knowledge with both outputs are more relevant. An organization "works" like a body. If swallowed food quality will generate energy. If an organization is able to learn and generate knowledge it makes up their personality and gives satisfaction. Propensity of schools will give high quality knowledge and will be requested by students. A school that runs only provisions, operating at idle, that is the limit of its functions will preserve the condition of anonymity. Therefore the phrase "knowledge organization" does not represent a category, but a quality. Without knowledge - knowledge as power source - an organization restricts its existence and functions.

Furthermore, each system - hence a society or a school - has a appropriation to be autopoietic. We understand by autopoietic the ability of a system to be self-regulating, to find resources for stimulating and balancing when they are drifting. A school unable to respond appropriately and proactively to threats (permanent) from other systems loses its status of organization. Situation in which so many schools in Romania remained not only a board with symbols, walls and closed doors etc. is relevant. A recent example is illustrative. Abolition of pedagogical high schools put these organizations the problem of "to be". For almost two hundred years, these schools have created personality, organizational culture, an efficient structure and unquestionable authority. Ministerial decision to abolish the pedagogy and passage teacher training attributions for primary and pre-school to college led most important pedagogical profile shock. Faced with this challenge, some pedagogical schools have found autopoietic solutions, adapting quickly and exceeding personality crisis. They assumed the additional roles have adopted

dynamic specialization, giving the satisfaction of all human persons that animates organizations. Others were overwhelmed by the crisis, did not anticipate changes nor their motivation, even lost their authority and organizational culture built over time and involve more generations.

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EMOTIONAL INTELLIGENCE AND SELF-ESTEEM IN TEENAGERS

Tiberiu Dughi, PhD¹¹⁴

“Aurel Vlaicu” University of Arad

Alina Anton,

“Mihai Eminescu” Elementary School in Arad

Abstract: *This paper represents an experimental study whose purpose is to highlight aspects of development of emotional intelligence and self-esteem inside the teenagers group through particular activities which includes specific games for the development of the personality. The study was made by a sample composed by 25 high school students with age between 15 -17, and consisted in a psychological evaluation in two steps and a pedagogical intervention between this two. The conclusions highlight the importance of using specific games for the development of the personality, specifically, emotional intelligence and self-esteem.*

Key words: *emotional intelligence, self-esteem, teenagers, interactive games, development*

It is considered that personal development, if viewed in the light of emotional intelligence, brings obvious results, valuable in students' lives. Emotional intelligence allows people not to deny their feelings, to be actively involved and to fulfill their own goals without unnecessary use of psychical energy. They are able to communicate their emotions, feelings, decreasing, in this way, the possibility of psychosomatic symptoms as a result of strained, conflictual events. More than that, the ability to recognize and deal with emotions leads to higher performance at school, at work and in human relationships. Considering how important is self-esteem and emotional intelligence for adolescents, we aim through this experimental study, to highlight the relationship between the two, using the game as a way of fostering.

1. Theoretical study

Self-esteem is considered to be an evaluative component of self-concept (Adler, Stewart, in collaboration with the Psychosocial Working

¹¹⁴ Mail tibi_dughi@yahoo.com

Group, 2004). Self-esteem is a component of the cognitive pattern concerning the self. Rosenberg (1965) defines self-esteem as a global evaluation of one person, as a wider representation of the self that includes cognitive, emotional, appreciative issues. Self-esteem is the attitude that describes the degree to which the person has a tendency to positively evaluate himself / herself and to reject negative attributes (Baban, 2008). Self-esteem is conceptualized as a cognitive characteristic of self-defence and reinforcement (Kaplan, apud Baban, 2008).

Concerning emotional intelligence, in R. Bar-On's conception (1992 apud Roco, 2004), emotional intelligence depends on the following five intrapersonal factors (awareness of self emotions, assertiveness, personal fulfillment, independence), interpersonal factors (empathy, positive interpersonal relationships, social responsibilities), adaptability (flexibility, reality testing, problem solving), stress control, the ability to maintain a positive emotional mood even in adverse, tensed situations.

Mixed-pattern of approaching the emotional intelligence is theorized by D. Goleman (2008). Besides emotional intelligence as personal skill, there are added social skills, personality traits and behaviors. We are thus witnessing an extension of the concept of emotional intelligence, involving variables that appear to be more personality or character traits - optimism, perseverance, the ability to delay satisfaction, thoroughness. In the D. Goleman's opinion, defining elements of emotional intelligence are (2008): self-awareness, self-control, motivation, empathy, social skills.

Therefore D. Goleman (2008) suggests several ways to practise the main dimensions of emotional intelligence: awareness of self- emotions, control of emotions, personal motivation, empathy, all these favors the managing of interpersonal relationship

Steve Hein (1996) tries an overview of emotional intelligence based on the latest papers on the subject. In his book, published in 1996, he offers several alternative definitions (like all the other authors who have added their own contribution to the "confusion" about emotional intelligence).

Emotional intelligence means:

- to be aware of what you feel, what others feel and to know what to do in connection with that;
- to distinguish between what is good and bad for yourself and to learn how to pass from a bad situation to a good one;
 - to own the emotional awareness, sensitivity and ability to help yourself in order to maximize happiness and survival on long-term.

1. The design of research

This research was an experimental study aimed to test the emotional intelligence and self-esteem before and after a four-month intervention, during which the psychological game was used as a specific method.

2. The objectives of research:

The main objective of this research was to highlight the extent to which the use of games for personality development, influence the development of emotional intelligence and self-esteem at 16 year old adolescents.

Specific objectives:

1. The identification of emotional intelligence level and self-esteem at 16 year old adolescents.
2. Stimulation of emotional intelligence and self-esteem at 16 year old adolescents by using specific games.

3. Hypotheses of the research:

1. If there are played specific games for personality development, the emotional intelligence can be developed within the group of adolescents.
2. If there are played specific games for personality development, the self-esteem can be developed within the group of adolescents.

4. Participans

The subjects of this research were 25 students (11 girls and 14 boys) with average age of 16 years , 10th grade at The Orthodox Theological Seminary in Arad.

5. Method and materials

Tests Method - The test for emotional intelligence (child version), Unconditional Self Acceptance Questionnaire - USAQ and Rosenberg Self-Esteem Scale - RSE (1965).

6. Procedure

In order to test the first hypothesis of the research there are studied emotional intelligence (the dependent variable) and intervention through game (the independent variable). For the second hypothesis of the study, the variables studied are self-esteem (dependent variable) and intervention through game (independent variable). Thus, for the two hypotheses the design will be a unifactorial one and the data will be analyzed by t test for dependent samples.

The research procedure has aimed initially to choose the students who are to take part in the study. The students have been tested for measuring and determining the level of emotional intelligence and self-esteem, and have been invited to attend the first meeting, which will consider the

implementation of the first game, where everyone present will meet each other.

The activity was conducted over a period of about four months, starting on 01.02.2012. This consisted in implementation of specific games aimed to develop emotional intelligence and self-esteem, depicted below. Most meetings were held in a classroom, but also in nature (park, school yard). All activities were conducted after a plan established from the beginning, but in the same flexible depending on existing situations in the classroom. There were organized the following games, taken and further worked from the book "83 psychological games for the management of groups" by Sabina Manes. There were used four types of games: *games to develop communication and self-awareness*, *games to develop perception and creativity*, *games to develop capacity of affirmation* and *games to develop movement and body expression*.

ACTION PLAN

Date	The Game	The Objective
01.02	- Self-presentation - Emotions expressed using the body	- meeting the others and coming at the first meeting of the group - sending messages using nonverbal communication
06.02	- Self-portrait	- meeting the others and presenting yourself
13.02	- Polifem's Eye	- undertaking your own behaviour methods
20.02	- I wish you... - Prepositions and adverbs	- knowing ones desires and fears in relationship with the others - stimulating imagination and creativity in writing. Facilitating the self expression
27.02	- The Blind and the guide	- encourage contact and trust in each other. Stimulation of tactile perception in exploring the surrounding space
05.03	- My name	- stimulating the imagination and creativity in writing. Facilitating self-knowledge and the others

12.0 3	- The full stop	- stimulating the imagination and creativity in writing. Facilitating self-knowledge and the others
19.0 3	- My portrait	- not having any difficulty in analyzing their own personality and express their opinions about themselves and the rest, think and accept the others criticism
26.0 3	- What animal are you?	- to understand how others see us in relation to how we see ourselves
02.0 4	- The way of expressing yourself and listening	- acquiring the ability to recognize methods in order to express problems and the ability to detect the others problems
09.0 4	- My journey by..	- stimulating the imagination and creativity in writing. Facilitating communication and interpersonal relationships within the group
19.0 4	- How the others see us and how we see ourselves	- observation and awareness of the positive and negative aspects of the own personalities and of the others
30.0 4	- Express your disbelief	- the expression of distrust
07.0 5	- Reaction to criticism	- learning how to react to criticism
14.0 5	- Dialogue using gestures	- stimulating of nonverbal communication. Facilitating interpersonal relationships
22.0 5	- Pancinello's story	- self confidence

The first test (T1) took place on January 16; all three tests were applied on the same day, starting with the most difficult one (as number of items) and ending with one that does not require too much concentration: Unconditional Self Acceptance Questionnaire - USAQ, Rosenberg Self-Esteem Scale - RSE (1965), the test for emotional intelligence.

The second test (T2) was on May 28 and it the same model as in T1 was used.

At first I presented descriptive data obtained from variables covered by the two hypotheses (Table 2).

Table 2 Descriptive data obtained from the used variables

	No. Persons	Media	Ab. standard
IE (T1)	25	80,2000	27,02160
IE (T2)	25	1,0000E2	19,94785
USAQ (T1)	25	80,3200	8,29015
USAQ (T2)	25	88,7600	7,70433
RSE (T1)	25	16,8800	1,96469
RSE (T2)	25	19,1600	1,97231
Valid N (listwise)	25		

Differences in scores on emotional intelligence and self-esteem before applying intervention through game (first test - T1) and after the intervention through game (second test - T2) will be tested using t-test for dependent samples.

First hypothesis:

Table number 3 contains the results of t-test for emotional intelligence during the two test phases (T1 and T2). T- point ($p < 0.05$) shows that there are significant differences in the results at T2 (t significant if $p < 0.05$).

Table 3.

T test for paired samples (Test for emotional intelligence - version for children)

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error			
Pair 1 IE1 - IE2	-1,98000E1	25,55550	5,11110	-3,874	24	,001

Analysing the data we can see that it was achieved a significant t ($t(24) = -3.874, p < 0.001$) which means that we can say that there are significant differences in scores between emotional intelligence measurements at T1 and at T2. The differences in the emotional intelligence between initial testing and testing after implementation of intervention are clear enough to say that the chances occur by chance are less than 5%. We can say that the effect of the intervention through game has significant influence on the development of emotional intelligence.

Second hypothesis:

Table 4 and Table 5 contain the t test results for self-esteem (unconditional acceptance of self - USAQ and self-esteem RSE) in the two test phases (T1 and T2). T point ($p < 0.05$) shows that there are significant differences in results at T2 (for both tests).

Table 4. Test for paired samples

(Questionnaire of unconditional acceptance of oneself - USAQ)

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 USAQ1 - USAQ2	-8,44000	8,21624	1,64325	-5,136	24	,000

Analysing the data we can see that it was obtained a significant t ($t(24) = -5.136, p < 0.000$) which means that we can say that there are significant differences in self-esteem scores (USAQ) between measurements at T1 and T2. The differences observed at USAQ level between the initial testing and testing after application of intervention are clear enough to say that the chances they occur by chance are less than 5%. We can say that the effect of the intervention through game has significant influence on the development of emotional intelligence. (USAQ).

Table 5. T test for paired samples (Rosenberg Scale)

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 RSE1 - RSE2	-2,28000	1,86011	,37202	-6,129	24	,000

Analyzing the data we can see that it was obtained a significant t (t (24) = -6.129, p <0, 000) which means that we can say that there are significant differences in scores on self-esteem (RSE) between measurements at T1 and at T2. Specifically the differences between the initial self-esteem and after the intervention are clear enough to say that chances they occur by chance are less than 5%. We can say that the effect of the intervention through game has significant influence on the development of self-esteem.

Table 6. Correlations

		USAQ1	USAQ2	stimaros1	stimaros2
USAQ1	Pearson Correlation	1	,474*	,898**	,364
	Sig. (2-tailed)		,017	,000	,074
	N	25	25	25	25
USAQ2	Pearson Correlation	,474*	1	,422*	,683**
	Sig. (2-tailed)	,017		,036	,000
	N	25	25	25	25
stimaros1	Pearson Correlation	,898**	,422*	1	,554**
	Sig. (2-tailed)	,000	,036		,004
	N	25	25	25	25
stimaros2	Pearson Correlation	,364	,683**	,554**	1
	Sig. (2-tailed)	,074	,000	,004	
	N	25	25	25	25

Table 6. Correlations

		USAQ1	USAQ2	stimaros1	stimaros2
USAQ1	Pearson Correlation	1	,474*	,898**	,364
	Sig. (2-tailed)		,017	,000	,074
	N	25	25	25	25
USAQ2	Pearson Correlation	,474*	1	,422*	,683**
	Sig. (2-tailed)	,017		,036	,000
	N	25	25	25	25
stimaros1	Pearson Correlation	,898**	,422*	1	,554**
	Sig. (2-tailed)	,000	,036		,004
	N	25	25	25	25
stimaros2	Pearson Correlation	,364	,683**	,554**	1
	Sig. (2-tailed)	,074	,000	,004	
	N	25	25	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 is a Pearson correlation between USAQ and Rosenberg self-esteem scale (RSE) test results. There are significant correlations between the two tests.

Conclusions

The idea of this study started from the major role the emotional intelligence and self-esteem have within the group of adolescents. To this, was added the idea that the game could be a factor leading to the development of both concepts already mentioned. In order to see how the two variables are influenced, we covered three main steps in the experiment: initial testing of emotional intelligence and self-esteem (T1), intervention by specific games for personality development and final testing (T2) for the same variables, with the same tools that were used as for the first test. The research objectives were fulfilled using the activity within the four months:

students were tested and then introduced into specific programme of the the experiment.

The study hypotheses were confirmed, cause - game - led to the development of the two dimensions - emotional intelligence and self-esteem - these result from the evaluation with t test, and the observations made throughout the experiment. The most important observations arise from five subjects, four have achieved remarkably large differences in scores between T1 and T2 and one subject had a small decrease between tests.

Regarding the limitations of the study, one limit could be the diversity of games, as a greater variety of games would have motivated the subjects, but automatically would have influenced more the development of the two variables. Duration of intervention could be another limit. Four months were enough to demonstrate that specific game for personality development (only in research) can influences the two dependent variables, but if the frequency and duration of intervention were longer and specific games for personality development were unfold during an optional hours of the school year, students progress would be bigger and even more diverse. One of the subjects showed a little progress, the reason may be an external factor (death of a parent). In this case the limit is again the fact that we did not take into account of external factors, that can also influence.

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MONO-PARENTING AND ITS INFLUENCES ON THE CHILD'S BEHAVIOUR

Sonia Ignat, Ph.D.¹¹⁵
University “Aurel Vlaicu” Arad

Abstract: *This literary work aims to add contributions on theoretical level and on the empirically applied, in the domain of the child's psychology, family's psychology and counseling. In theory, there are presented current topics regarding monoparenting, divorce, and also their consequences on the child's behaviour in the development of aggression, anxiety and loneliness. As a subject of scientific research, the child's investigation is a priority for human adaptation. The erosion of the nuclear family in the context of the current socioeconomic favour at the very young ages the aggressiveness, anxiety and loneliness. The literary work “Monoparenting and its influences on the child's behaviour” aims to guide the research in the following directions:*

- *Show the connection between the type of family and the child's behaviour;*
- *Identify the existing differences in the behaviour depending on the gender of the subjects;*
- *Investigate the relationship between the types of behaviour that are studied.*

Key words: *monoparenting, behaviour, child, aggression, anxiety, loneliness.*

Based on extensive documentation I have outlined the theoretical framework for the study of aggression, anxiety and loneliness focusing on specific development stage studied and features from mono-parenting's influence caused by divorce. Parents have the responsibility to create a climate in which children feel loved, protected and they can develop according to their own interests and skills. Children entering school, a distinct step on the road of life is an important barometer of the extent to which parents fail to provide a favorable climate for future adult self and optimum adaptation to requirements.

¹¹⁵ Mail soniabudean@yahoo.com

Aggression can be considered a characteristic of those forms of destructive behavior-oriented way, in order to produce damage, whether material or moral, psychological or mixed (Necula, 2003). The late twentieth century witnessed a tremendous intolerance for violence unprecedented, an incredible one. Delinquency and crime are forms of aggression peak, and statistics show a worrying rise because of this “scourge”. The main cause of death of young people is violence and not cancer or heart diseases (I. Mitrofan, 2003).

Anxiety or more exactly anxiety state becomes increasingly present both among adults and children. Anxiety is a psychological phenomenon that has been defined in different ways, but there is a common view that the anxiety is an emotional state vague, diffuse anxiety, pressure, tension, anxiety and fear groundless, devoid of purpose, which is uncomfortable psychological from point of view. All these authors agree that expectant attitude is essential in the face of danger, a sense of imminent danger of invasion personality alertness and experience the feeling of helplessness.

Loneliness is a major problem that can have negative consequences for children, both immediate and long term. Although researchers' attention recently stopped on the lonely children, studies reveal that children understand the concept of loneliness. It is very important to take into account the stage of development and personal preferences.

Motivation of this literature work aims particularly strong growth in the divorce rate over the past twenty years. This increase is mainly related to changes in expectations towards marriage and divorce due to transformation of the society. If the family was traditionally seen as primarily fulfilling economic functions of procreation and socialization of children, the emphasis is now placed on psycho-emotional function. Partners are expected to give each other love, care, respect and support. This change is reflected in the grounds of divorce law: if in 1948 the most frequently the wives requested divorce because of the violence, excessive alcohol consumption and lack of financial support from the partner, in 1990 most often cited reasons are lack of a sense of closeness, love, communication problems and sexual relationships' issues. The research aimed to decrease anxiety and loneliness of children through a training program. Beneficiaries of this study are: sociologists, social workers, teachers, parents and any other persons because harmonious and balanced development of our children is the responsibility of the entire society.

Research methodology

1. Objectives

To achieve the objectives of the research are:

1. Highlighting the link between family type (single parent, bi-parental) and child behavior (aggressive, anxious, lonely).
2. Identifying differences in behavior by types of subjects.
3. Investigating the relationship between aggression, anxiety and loneliness.

2. ASSUMPTIONS

Hypothesis HS1 - There are significant differences in the level of aggressiveness of children from one parent to the bi-parental families.

Hypothesis HS2 - There are significant differences in anxiety levels of children from one parent to the bi-parental families.

Hypothesis HS3 - There are significant differences in the level of loneliness status of children from one parent to the bi-parental families.

Hypothesis HS4 - There are significant differences in the level of aggressiveness (high, medium, low) based on such subjects.

Hypothesis HS5 - There are significant differences in terms of anxiety level (high, medium, low) based on such subjects.

Hypothesis HS6 - There are significant differences in the level of loneliness (high, medium, low) based on such subjects.

Hypothesis HS7 - There is a significant correlation between aggression and anxiety;

Hypothesis HS8 - There is a significant correlation between aggression and loneliness;

Hypothesis HS9 - There is a significant correlation between anxiety and loneliness.

3. INVESTIGATED SUBJECTS

The group has 97 subjects, pupils in the 3rd aged 9-11 years in which 48 girls and 49 boys.

4. TOOLS

In this paper we used validated instruments to measure the behaviour of the Romanian population and used in scientific research.

1. *Loneliness scale for children*

2. *Aggression scale*

3. *Child manifest anxiety scale (CMAS)*

5. Results analysis

According to the objectives and hypotheses of the research, we were particularly interested in the results on child behavior (aggressive, anxious, lonely) depending on the type of family relationship is involved.

Comparative analysis of the type of behavior depending on the type of family relationship shows that there are significant differences in the behaviour between children of one or another type of relationship.

Comparative analysis of the link between the type of family relationship and aggressive behavior shows that children who are involved in single-parent relationships have a more aggressive behavior than those involved in bi-parental relationship.

From descriptive results is observed that 76.37% of children with only one parent have high physical aggression, compared to 45.24% of those involved in bi-parental relationship. For the average level of physical aggression the situation changes for children in single-parent relationships 23.63% to 54.76%

Table no. 1. Level of physical aggression by type of relationship (mono-parental or bi-parental).

Subjects	Monoparental		Biparental		Total group		physical aggression
	Nr.	%	Nr.	%	Nr.	%	
	23	54.76	13	23.63	36	37.12	High
	19	45.24	42	76.37	61	62.88	Medium
	-	-	-	-	-	-	Low
Total	42	100	55	100	97	100	

With regard to verbal aggression is observed that 76.36% of children in single-parent relationships have higher verbal aggression compared to 40.47% of those who are in a bi-parental relationship. Anger is only one factor that is not significantly different descriptive value of 65.45% for the single parent relationship type and 50% for bi-parental relationship. For hostility descriptive values are as follows: 29.09% for children in single-parent relationships and 4.76% for bi-parental relationship. Comparative analysis of the link between the type of family relationship and anxious behavior shows that children who are involved in single-parent relationships have a higher level of anxiety than those involved in bi-parental relationship.

From descriptive results it is observed that 69.09% of children with only one parent have high anxiety compared to 26.19% of those involved in bi-parental relationship. Average level of anxiety situation changes for children in single-parent relationships from 29.09% to 73.81%.

Table no. 2. Statistical values of the variable anxiety
 depending on the type of relationship (mono-parent or bi-parental)

Anxiety	N	Minimum	Maximum	Average	Standard deviation
Mono-parental	42	12.00	41.00	29.7636	6.1913
Bi-parentală	55	17.00	29.00	23.7143	3.3150

Table no. 3. "T" test for equality of the averages

ANXIETY	Value T	Liberty level Df	Significance scale	Diference between the average
Anxiety	-5.731	95	.000	6.0493

Comparative analysis of the link between the type of family relationship and solitary behavior shows that children who are involved in single-parent relationships have higher levels of loneliness than those involved in bi-parental relationship. From the descriptive results it is observed that 56.36% of children with only one parent have high loneliness versus 16.66% of those involved in bi-parental relationship. For the medium level of loneliness the situation changes in the favor of the children from single-parent relationships 43.64% compared to 83.34%.

Table no. 4. Statistical values of the variable loneliness
 depending on the type of relationship (mono-parental or bi-parental).

Loneliness	N	Minimum	Maximum	Average	Standard deviation
Mono-parental	42	28.00	41.00	36.2857	3.3297
Bi-parental	55	18.00	36.00	24.9818	4.5684

Table no. 5. "T" test for equality of the averages

Loneliness	Value T	Liberty scale df	Significance level	Average differences
Loneliness	13,520	95	.000	11,3039

Comparative analysis of the link between type and behavioral subjects reveals that not all three hypotheses emitted are differences

depending by type. According to the third goal and the assumptions made we were interested to investigate the relationship between aggression, anxiety and loneliness. Analysis of the results shows a significant relationship between physical aggression and loneliness. Aggressive children have the highest levels of loneliness and social dissatisfaction. Analyzing the correlation coefficient, we see that it is highly significant ($p < 0.05$), demonstrating confirm the hypothesis that there is a correlation between physical anxiety and loneliness.

In our research, Pearson correlation study regarding anxiety and loneliness that small children showed a positive relationship between the two variables under study. The correlation between anxiety and loneliness shows that the two variables have a linear relationship ($r = 0.372$, at $p = 0.000$). It can be concluded in this respect the important role of affectivity in personality development. Instability of the secured environment for the child who needs a harmonious development causes emotional instability, volatility in attitudes, excitability and hyperactivity; they associated themselves in a direct sense of loneliness. It is assumed that repeated exposure to stressful situations of child, family conflict causes to a high level of anxiety.

In conclusion, installing aggression, anxiety and loneliness of children of school age depends on genetic factors, environmental and parental relationship in which they are involved. The ultimate goal of education should be not only enriching meta-cognitive skills, but accepting responsibility of their own learning.

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GENDER DIFFERENCES IN THE LEADERSHIP STYLES

Mirela Ciolac, Ph.D.¹¹⁶
„Aurel Vlaicu” University from Arad.

Abstract: *The issue of how women and men view the concept of leadership is still under debate, according to scientists. Some have discovered gender differences in the way certain managers understand leadership whereas others are of the opinion that such differences are gradually fading. The main objective of research has been that of indentifying significant gender related differences in various styles of leadership. The Multifactor Leadership Questionnaire (MLQ) has been used to this purpose. There have been no differences found in what preferences over certain styles of leadership are concerned. The only gender difference lies in the level of effort employers are making. It has been discovered that as opposed to male managers, female managers tend to be more demanding of their employees when it comes to carrying out their work tasks.*

Key words: *leadership, gender differences, leadership style.*

Among the various studies made over time regarding leadership styles, researchers are divided opinions: some have found that there are gender differences in the leadership styles adopted by managers (Kanter, 1977, as cited in Eagly & Karau, 2002), while others opinion that gender differences tend to fade (Eagly et al., 2002). Thus, the issue of the presence or absence of differences in the leadership styles used by male and female managers can be discussed taking into account the smaller geographic areas, certain cultures. To this end, we designed a study to achieve a diagnosis of how they are managed private companies in terms of management styles used by their managers.

A **first objective** of this study consisted with the identification of those dimensions of leadership style which predominates at the managers in Arad.

A **second objective**, and most importantly, the identification of those dimensions of leadership styles, at which level are to be found significant differences depending on the gender.

¹¹⁶ Mail ciolac_mirela@yahoo.com

A number of studies have used questionnaire Multifactor Leadership Questionnaire (MLQ) showed that women perceive transformational leadership style as a greater extent than leadership style adopted by men (Bass & Avolio, 1994; Bass, Avolio & Atwater, 1996; Druskat, 1994). This result is supported by research that managers of both genders were assessed by subordinates, studies that female leaders were evaluated as having charisma, individual consideration, aspects of transformational leadership style, more often than men (Bass, Avolio & Atwater, 1996). Go in the same direction and results of Fein, Tziner and Vasiliu (2010). Based on this research, and the conclusions drawn at the end of our study based on interviews, we formulated the main hypothesis of this study:

Hypothesis: managers women are fond on opting to behaviors related to successive transformation style to a greater extent than managers men.

Methodology

Participants

While conducting this study it involved 100 people in management positions in private sector organizations in the county of Arad.

The choice of subjects batch composition on the reality that, in Arad, whose company is 974 subordinate managers in over 10 employees, of which 341 private institutions are headed by women and the remaining 633 institutions are run by men. Representativeness lot was preserved by choosing a used statistical methods for selecting the respondents, namely, sampling by quotas (Clocotici, Stan, 2000).

Therefore, of the 100 managers participated in this study, 63 were men and 37 women. In terms of age, the youngest manager was 24, the oldest 65, the average lot of subjects being 39.90 years (with a standard deviation of 9.47).

Variables and research plan

The independent variable of this study was the managers' genders. Primary dependent variable is represented by his style of leadership. In the framework of further analysis, the transactional style and liabilities-avoiding was also included as dependent variables.

In order to assess the successive transformational style of leadership, I opted for the applying the MLQ questionnaire (Multifactor Leadership Questionnaire) - 5X, developed by Bass and Avolio and adjusted on Romanian population by Iliescu, Beldean and Sîntion (2004).

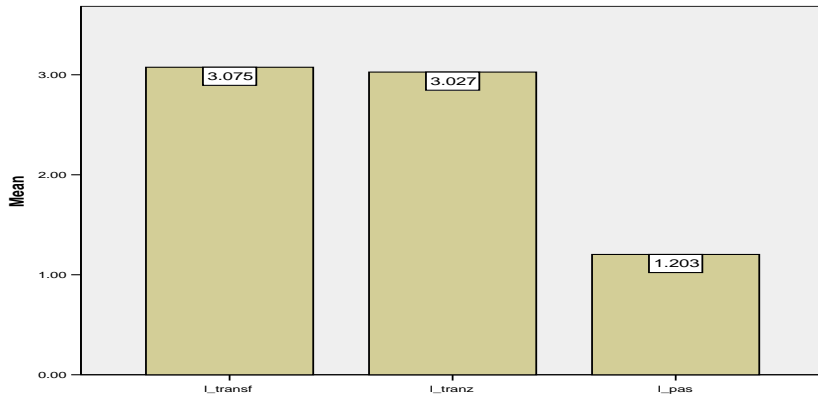
The MLQ Questionnaire allows assessment of the degree in which the leader presents specific leadership behaviors of successive transformational, transactional and passive – avoiding. Although the questionnaire can also be

used in the hetero-evaluation version, for this study we only used the self-assessment variant. Reasons were mainly practical, as the reticence of the managers in making the access to their employees easier for us and being evaluated by them. Managers also surveyed have been ask to read each item and to evaluate which o option responds best regarding the behaviors that they adopt in organizational context. Evaluation frequency observed behaviors of the leaders has been accomplished by the use of a scale of five points (0 Not At All; 1 very seldom; 2 sometimes; 3 fairly frequently; 4 always or even frequently.) These numeric indicators are in accordance with a list of verbal descriptors, used in the adapted version for the Romanian population (Iliescu, Beldean and Sîntion, 2004), descriptors provided by Bass, Cascio & O'Connor (1974).

The questionnaire contains 45 items grouped in 12 scales. Nine scales assess the leadership behaviors. Performance and results associated with behaviors that are arising out of the 12 scales measure the performance and are to be found in the three scales remaining. MLQ scales shall be arranged in four categories: three categories measure the leader behavior, and the fourth, the results of leadership (Avolio & Bass, adapted by Iliescu a.o. (2004), pp. 44-48):

1. For the successive transformational style of leadership are offered 5 scales (idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individual consideration)
2. For evaluating the successive tranzactional style of leadership we have 2 scales (contingent reward and management-by- exception: active)
3. For the assessment of passive/avoidant behavior were constructed 2 scales (management by-exception: passive and laissez-faire)
4. In assessing the results of the leadership have been developed 3 scales (extra effort, effetiveness, and satisfaction with the leadership).

Graph 1. Managers ' preference for the three styles leadership valued the MLQ



At each scale scores were obtained as a result of calculating average scores related to.

Presentation and interpretation of results

We will present results obtained from processing of the data with program SPSS 14

Descriptive data

With respect to the three styles of leadership, the highest scores have been obtained at successive transformation style (m 3, 07, s.d. 0.36) and transactional style (m 3,02 , s.d. 0.51), managers stating that they resort to a small extent to passive-avoiding style (m 1,20 , s.d. 0.53) (Graph 1).

Data previously submitted appear, at first sight, very encouraging, meaning a very high frequency of transactional and successive transformation styles, styles that, according to the specialized literature have been shown to correlate with different indicators of professional performance, but also with the various dimensions of psychological health of employees. But if we take into account the fact that the data represents only self-assessments of the administrating style being practiced, we can suspect a high level of desirability in formulating responses.

A more detailed analysis of the scale scores indicates that the average of all sub-dimensions transactional and transformational leadership to managers obtained from group theoretical investigation is above the average of the scales (Table 1.).

Table 1. Descriptive data for scales MLQ

		Mean	Standard deviation
Transformational Leadership	Idealized Attributes	2,87	0,46
	Idealized Behaviors	3,21	0,45
	Inspirational Motivation	3,25	0,51
	Intellectual Stimulation	3,17	0,49
	Individual Consideration	2,87	0,54
Tranzactional Leadership	Contingent Reward	3,29	0,55
	Management-by-Exception: Active	2,75	0,71
Passive-Avoidant Leadership	Management –by-Exception: Passive	1,57	0,72
	Laissez-faire	0,83	0,62
Outcomes of Leadership	Extra-Effort	3,18	0,55
	Efectiveness	3,15	0,50
	Satisfaction with the Leadership	3,07	0,60

Descriptive data recorded for each scale of the implement used indicates that, in the same style of leadership, there is variation in the level of sub-scales. Regarding the transactional leadership, managers consider that the situational reward is a conduct that is characterized to a greater extent than active management. And at the level of administrating style of type passive-avoiding, managers showed more frequently to be a passive style follower than permissive. The results of leadership, managers say a fairly high positive results. In a very large extent, they believe that they are effective, that fail to stimulate employees to make extra effort and make them feel satisfied after interpersonal interactions.

Hypothesis: Mnagers women choose to transformational style behaviors related to a greater extent than male managers.

The results obtained from the t test for independent samples indicated no differences between male managers (M = 3.04) and women (M = 3.12) in the transformational leadership style ($t(98) = -1.04$ $p = 0.29$) (Appendix 2.1).

To deepen the analysis, we sought to identify possible gender differences in the five scales corresponding to a transformational leadership style (Table 12.).

Table 2. Comparative analysis between men and women managers at the level of transformational leadership

Dimensions of Transformational Leadership	M _{masculin}	M _{feminin}	t	df	p
Idealized Attributes	2,84	2,92	-,80	98	,420
Idealized Behavior	3,23	3,18	,505	98	,601
Inspirational Motivation	3,19	3,36	-1,60	81,33	,112
Intellectual Stimulation	3,11	3,23	-1,17	98	,241
Individual Consideration	2,84	2,91	-,59	98	,555

The results in Table 2 show that systematised in the investigated group differences were found on any of the dimensions transformational leadership as he was operationalized by MLQ scales.

Before attempting to identify possible explanations for the lack of these differences, we wanted to verify whether age has a moderating variable. Fein, Tziner and Vasiliu (2010) have identified the existence of differences in preferences for leadership style depending on when participants reached adulthood: before or after 1989.

To check the validity of this possible explanation, we used factorial ANOVA for both total score of transformational leadership and for each dimension separately, with the independent variables gender and age group. Since the variable distribution median age was 38 years, subjects were divided into two categories: those with a more than 38 years old, and those with aged at least 39 years. This allocation of study participants in the two age groups is significant and reporting in 1989: participants in this study who are under 38 years were in 1989 when more than 18 years and those over 39 were over 18 years.

The results obtained show that there are no effects of interaction between gender and age class at the level of successive transformational style ($F(1,100)=0.02$, $p=0.88$), neither at the level of its dimensions (idealized attributes $F(1,100)=0.15$, $p=0.69$; idealized behaviors $F(1,100)=0.57$, $p=0.45$; inspirational motivation $F(1,100)=0.22$, $p=0.63$); intellectual stimulation $F(1,100)=0.12$, $p=0.87$; individual appreciation $F(1,100)=0.22$, $p=0.63$).

Therefore, the hypothesis of this study was affected: women manager said no stronger preference than men for the use of transformational leadership style. Data from the approach to verify the hypothesis of the present study indicate the existence of rather similar, and no gender differences in terms of the essential elements of transformational leadership: managers' ability to develop relationships of trust in the subordinates, to act with integrity, to

inspire others, to encourage innovative thinking and support people in their personal development, especially professional.

Lack of gender or age differences in the transformational leadership style supports structural theory (Carless, 1998) which claims that tasks function in the organization are more important than the characteristics of the person occupying the position. Perhaps the specific culture and organizational structure, the station manager itself or the organization operating the domain have great impact on the development of a particular style of leadership than gender or age group managers.

Other results in terms of gender differences

To see if other results of this study support the structural approach, we analyzed the data obtained in this study to see if managers adopt more often men than women, a transactional leadership style.

To this end, we applied t-test for independent samples for total score calculated for transactional leadership dimension. The results show that there is no difference between male managers (m= 2.99) and women (m= 3.07) in the transactional leadership style (t (98) = -0.73, p = 0.46).

To deepen the analysis, we sought to identify possible gender differences in the two scales corresponding to a transactional leadership style. Neither the sub-dimensions of this style were not found significant gender differences.

Table 3. Comparative analysis between male managers and female managers in the transactional leadership dimensions

		M _{masculin}	M _{feminin}	t	df	p
Tranzactional Leadership	Contingent Reward	3,22	3,42	-1,72	79,19	0,089
	Management-by-Exception: Active	2,76	2,72	0,27	98	0,789

I watched and in this case there is a possible moderating effect of age. We used factorial ANOVA at the level of transactional leadership scores and sub-dimensions of situational reward and active management. The results show that there is no interaction effect between gender and age (under or over 38 years) in the total score of transactional leadership (F (1,100) = 0.30, p = 0.58), nor the specific dimensions of this type of leadership: situational reward (F (1,100) = 0.41, p = 0.52) and no active management (F (1,100) = 0.08, p = 0.76).

Because no gender differences in the passive management or permissive (Table 4.), We believe that our results in this study support the structural theory (Carless, 1998). This study that gender differences are insignificant in the styles of leadership - as measured by the MLQ them. One may wonder whether the use of other tools will indicate the same gender similarity, or will reveal some significant differences.

The only significant gender difference was recorded in the extra effort of employees subordinate managers submit it (in terms of assessment by managers). Thus, female managers than men managers, subordinates perceive as higher endeavoring to achieve superior performance. According to this result, managers subordinates women seem to amplify desire to succeed, increasing their willingness to try harder.

Table 4. Comparative analysis between male managers and female managers in the size of passive leadership and leadership results

		M _{masculin}	M _{feminin}	t	df	p
Passive Leadership	Passive Management	1,63	1,45	1,17	98	0,242
	Permissive Management	0,79	0,91	-,94	98	0,348
Outcomes of Leadership	Extra-Effort	3,06	3,37	-2,71	98	0,008
	Efectiveness	3,11	3,23	-1,13	98	0,261
	Satisfaction with the Leadership	3,00	3,18	-1,52	98	0,131

Other results

Finally, we decided to do a correlational analysis between leadership styles and three MLQ scales assessing consequences of leadership results indicate the existence of positive correlations medium to large, between transformational leadership and extra effort by subordinates, their satisfaction and leadership effectiveness (Table 5.). Medium positive correlations are found between transactional leadership and the three types of results. But size is slightly smaller than the correlations for leadership Tranformation (Table 5.). Regarding the relationship between passive-avoidant leadership style and the three types of outcomes investigated, they are insignificant or negative (Table 5.).

Table 5. Pearson correlations between the three styles of leadership and the three types of results

		Extra Effort	Effectiveness	Satisfaction
Transformational Leadership	r	0,53	0,64	0,58
	p	<0,001	<0,001	<0,001
Transactional Leadership	p	0,47	0,58	0,53
	p	<0,001	<0,001	<0,001
Leadership Passive-avoidant	r	-0,14	-0,26	-0,13
	p	0,15	<,007	<0,17

Therefore, we can sustain that leadership of transformational and transactional type is associated strongly with the extra effort made by employees, with their satisfaction, but also with professional efficiency. However, the correlations indicates that transformational leadership is more effective and generates more satisfaction and extra effort to the employees than transactional leadership.

This is due to the effect of amplification ("cascading effect") described by Kuhnert and Bass, Waldman, Avolio & Bebb (apud Iliescu et al, 2003, p. 36). According to these researchers, the effectiveness of this style of leadership is measured not only by the performance and productivity of a company but also by how well it manages to develop and optimise their employees. It is no surprise that the leadership liabilities-avoidant is in an inverse relationship with efficiency: the Manager avoids more than to get involved in solving problems, the effectiveness of professional contracts. Interesting is that the extra effort and satisfaction of the employees seem not to be in direct relationship with the style of passive-avoiding. It is likely that when the Manager shows such behaviors, employee's personality affect more efficiency and professional satisfaction that you felt.

To analyse in more detail the relationships identified above, Pearson correlations were made between the scales of the three types of leadership and the three types of results.

Table 6. Pearson correlations between transformational leadership dimensions and results of leadership style

		Results of leadership		
		Extra Effort	Effectiveness	Satisfaction
Idealized Attributes	r	0,509	0,579	0,487
	p	<0,001	<0,001	<0,001
Idealized Behaviors	r	0,296	0,448	0,480
	p	0,003	<0,001	<0,001
Inspirational Motivation	r	0,478	0,463	0,427
	p	<0,001	<0,001	<0,001
Intellectual Stimulation	r	0,402	0,439	0,383
	p	<0,001	<0,001	<0,001
Individual Consideration	r	0,263	0,416	0,367
	p	0,008	<0,001	<0,001

Extra effort by employees (as perceived by managers) are more closely connected with idealized attributes size ($r = 0.50$), inspirational motivation ($r = .47$) and intellectual stimulation ($r = 0.40$), and more weakly associated idealized behavior ($r = 0.29$) and assessing individual ($r = 0.26$). Therefore, we can argue that the extra effort made by employees is closely linked with the manager's ability to exert influence, inspiring power, arousing pride among "followers" his and ensuring reliability, passing over personal interests in favor of group (idealized attributes size). Also, the extra effort made by employees are also associated with managers tend to behave in a manner for motivating others, giving work meaning and challenge in finding their own work and that of others (inspirational motivation), but also with managers attempt to stimulate and foster innovation and creativity of their subordinates (intellectual stimulation). Employee efficiency (as she perceived by managers) are very close to the size idealized attributes ($r=0.57$). Average correlations are found between employee efficiency and other dimensions of transformational leadership: idealized behavior ($r = 0.44$) inspirational motivation ($r=0.46$), intellectual stimulation ($r=0.43$) and individual assessment ($r=0.41$).

These results show that employee efficiency is closely related to the ability of the manager to instill respect, inspire power, arousing pride among "followers" its offer to secure and reliable, past personal interests in favor of the group (idealized attributes size). Moreover, employee efficiency is

associated with behaviors tend to manifest ideal manager such as ancestry, dominance, conscientiousness, self-control, high moral judgment, optimism, efficiency (size idealized behavior). In addition, employee efficiency increases when managers behave in a way for motivating others, giving work meaning and challenge in finding their own work and that of others (inspirational motivation), but when they try to stimulate innovation and creativity of their subordinates (intellectual stimulation) or to pay attention to the implementation and development needs of each individual (individual assessment). Employee satisfaction (as it is perceived by managers) are closely associated with idealized attributes size ($r = 0.48$), idealized behaviors ($r = 0.48$) and inspirational motivation ($r=0.42$). Appeared slightly weaker relationship between satisfaction and intellectual stimulation ($r=0.38$) or individual assessment ($r=0.36$). Therefore, employee satisfaction is associated more strongly with the ability of the manager to instill respect and power to manifest ideal behavior and behave in a manner motivating to others.

We can see that similar results were obtained with transformational leadership, in the sense that transactional leadership is positively associated with extra effort by employees, their satisfaction and efficiency in tasks (Table 7.)

Table 7. Pearson correlations between dimensions of the transactional site and leadership the results of driving

		Results of leadership		
		Extra Effort	Effectiveness	Satisfaction
Contingent Reward	r	0,302	0,462	0,362
	p	0,002	<0,001	<0,001
Active Management	r	0,448	0,473	0,487
	p	<0,001	<0,001	<0,001

*** $p < 0,001$, ** $p < 0,01$

The extra effort of the employees seems to be associated more strongly with careful monitoring by managers of the mistakes committed by subordinate positions, followed by the application of corrective measures (active management) than with the manager's habit of giving reward only when the objectives are attained (active management). Interesting is the fact that satisfaction is associated more strongly with active management than with situational reward, while the two dimensions of transformational leadership seem to be equally important in relation to the efficiency of the employees.

Passive management does not correlate with the extra effort of employees efficiency, or their satisfaction (table 8). It seems that these results are not statistically significant linked with the administrating style characterized by the fact that the manager actually waits until problems become serious before he acts. Such a manager acts only when things go wrong and when problems become chronic.

Table 8. Pearson correlations between the dimensions of leadership-ul passive-avoiding and administrating style

		Results of leadership		
		Extra Effort	Effectiveness	Satisfaction
Passive Management	r	-0,043	-0,078	0,017
	p	0,669	0,440	0,869
Permissive Management	r	-0,199	-0,370	-0,258
	p	0,047	<0,001	0,010

***p<0,001, ** p<0,01, * p<0,05

Permissive management correlates negatively with all the results of the leadership evaluated MLQ, but more powerful with efficiency and employee satisfaction (table 8). We can sustain that as long as a manager avoids to assume his administrating behavior -does not provide information, does not provides feedback, are unable to recognize or meet the wishes of the employees – they employees are less efficient and contempted with thier work

Conclusions

In conclusion, we would like to emphasize a few key aspects of the statistical interpretation of the data obtained in this study. First, I retrieve the gender differences in preferences for the administrating styles being investigated. The results obtained in this study do not support the hypothesis of an even more significant to women's preferences for transformational leadership style, compared with men's preferences. There is no gender differences at the level of transactional leadership or passive-avoiding. Any age category does not seem to have any impact on the level of preference for certain styles of leadership. The only gender difference is the level of effort by employees (as rated by the managers: compared to male managers, women managers claim employees to submit additional effort in carrying out the tasks, in larger measure than men. It is possible that the effort women manager make to be transferred to their subordinates. This is immortalised in the records to the survey participants 1 (qualitative), where they have highlighted the efforts that you have made, to be recognized for the

effectiveness and respect from subordinates and peers alike, just for the fact that they are women. They were forced to work more than men managers to obtain recognition of their leaders. On the whole, these results support the structural theory (Carless, 1998) that powers the function in the Organization are more important than the characteristics of the person occupying the position. Secondly, the use of a transformational and transactional style is associated with increased efficiency in carrying out the tasks, with a tendency for employees to make more effort with their level of satisfaction. On the other hand, passive leadership does not give the premise of a professional and rewarding efficiency, while the permissive leadership is linked back with both effort and efficiency and satisfaction. These results are congruent with those found in the literature (Schilling, 2009; Shelley, Yammarino, Comer, Dubinsky, Jolson 1996).

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INITIAL TRAINING OF REFLEXIVE AND SELF – ASSESSMENT COMPETENCE AT TEACHERS

Alina-Felicia Roman, PhD¹¹⁷
“Aurel Vlaicu” University Arad

Abstract *The researched subject inscribes in the attempts to improve the programmes of initial training for the didactic profession. The aim of this research is to identify structural interactions and inter - conditions between reflexive attitude and the development of self – assessment competence. Strategies based on personal reflection are presented within the training programme. These strategies can be revalued by mentors in the process of student training and counselling. The target group is formed of students within “Aurel Vlaicu” University, Arad that are enrolled in the initial programme of certifying for the didactic profession. The following research tools have been used in the process of data collecting: questionnaires, attitude scales and marking schemes of inter and self – assessment.*

Keywords: *self-assessment, metacognition, university students, motivation, teacher training*

1. Introduction

The development of self–assessment and reflexive judgement is both finality and a transversal constant throughout the formative programme, when forming professional competences for the didactic career.

From the perspective of systematic analysis on the role, function and the finality of the assessment act we notice a reorientation in the analysis on the assessment process, especially by revaluing the concept of formative assessment, as an attempt of overcoming the limits and criticism associated to traditional assessment. This reorientation is based on constant criticism brought about to traditional ways and methods of assessment, due to contemporary perspectives of psycho-pedagogic development and especially to the development of theoretic and experimental area in cognitive psychology. The reconsideration of advantages that an alternative, dynamic and formative-extensional assessment provides for the educational process, all in all,

¹¹⁷ Mail romanalinafelicia@yahoo.com

determines as finality, the improvement of teaching-learning-assessing and self-assessing strategies.

In practice, the way the student`s cognitive process and his/her socio – affectional level are stimulated, is dual, dually relational and synthesized through hypothesis that regard the development of formative assessment competences at future teachers and the formation of self – assessment abilities, as intrinsic condition of this process.

Concurrently, the implementation of self-assessment/assessment relationship as effective methodology, brings about a quality increased teaching and learning process and the improvement of this relationship has “at students` level both performance consequences, materialized in the improvement of school efficiency and formative – like implications, involving a restructure of self – image and the increase of their expectance level”. (Stan, C., 2001, p.183)

2.Perspectives on forming the self-assessment ability

The formation of self-assessment competence is correlated in several studies with the formative character of assessment. As an attempt to redefine the standard concept of classic formative assessment, Daniau Jean frames the concept of *dynamic assessment* (1989, p. 24-27) applying the mechanisms of cognitive psychology, which synthesized signify:

- to justify the knowledge of students` performance towards an objective assessed at some point;
- to justify the knowledge of students` competences as ability to adjust to a given situation;
- to inform parents, students and the teachers themselves on perspectives of improving learning;
- to associate parents and students in the carried out pedagogic activity;
- to set the bases of progress and autonomy in learning.

Formation assessment [formative] is another interesting concept that describes a notion very close to formative assessment and which is used to signify not only an assessment of the “finite product” but also the student`s mental operations involved in the learning process. Therefore it suggests:

- training of understanding as a clear representation of aimed objectives;
- training of understanding as an elaboration of a planned project performed in collaboration with the teacher;
- training understanding as self – assessment (*ididem*).

Reflexive assessment is a means of assessment that involves self-assessment and self-correction and is to be regarded as a synthesis of inner

understanding activities, aiming at the image the students uses to strengthen his knowledge and rules by:

- Discovering his errors,
- Understanding the origin of errors,
- Error correction.

Responsive (responsible) assessment (Meyer, G., Simonard, M.-N., 1994, Owen, M., Rogers, J., P., 1999) is a type of assessment that implies the development of abilitation skills by means of which students identify in a real and complex manner, their own learning needs and interests. Using a proper strategy, they practice the formation of responsibility ability in the assessment act. It stands for the most effective quantity and quality tool of improving the learning process.

Regardless of the comprehension, perception, apperception means of assessment, inter-assessment and self-assessment, they are reflected in assessment practices.

Consequently, we can state that *by using formative assessment one prepares self-assessment*, because by its means, the student “acquires the knowledge of appreciation criteria taken into consideration, which allows him to assess his own results”. (Jean Cardinet, 1994, pag.19) Thus, in a real educational process, typical formative assessment means correcting an exercise which winds up learning, through extra information given to students, using varied methods. This fact leads to acknowledgement of self-errors and the development of self-assessment. It is obvious that a real formative assessment is difficult to perform because in a wide acceptance, a formative assessment leads to unnoticeable or hardly noticeable phenomena and processes. Therefore, even the assessment process is regarded as relative (any type of assessment with formative target) due to the dimensioning of learning objectives and the extension of criteria that have to be taken into consideration while assessing.

In an analytical perspective, forming assessment and self-assessment competences is distinguished by certain requirements that signify:

- *To analyse carefully isolated* performances: mostly understood as a negative imperative: to analyse carefully random errors because through formative assessment one takes into consideration students` constant progress and not isolated cases that can occur during the instructive-educational process.
- *To facilitate learning preferably before norming and grading, and to examine the formation of a global behaviour*, so that formative assessment does not centre on particular errors made by students, but on observing the method of learning and the student`s cognitive style.

- *To take the student`s personality into consideration.* Taking into account the inner and outer factors that influence directly or indirectly the process of understanding and learning, as attribute that defines wide contextuality of institutional, socio-cultural, economic nature where the student develops and forms his personality in a real way.
- *To multiply the sources of information* the connection is based on and vice versa by:
 - self-assessment worksheets – as interaction between the student-didactic material,
 - appreciation of interaction between students: as way of mutual correction,
 - dialogue set-up: as way of guided communication,
 - self-assessment: as exercise by means of which errors can be noticed, the way of thinking can be understood, self-motivation and values can be developed, etc. It is a procedure that helps the teacher analyse the way students understand his subject and relate to it. „The attitude of self-assessment is already an important factor of progress in schools, and ... the acquisition of this ability is a primary educational objective”. (Cardinet, J. op., cit., 1994, p. 44-45)
- the requirements of a formative assessment reveal the fact that it is *didactically effective from a cognitive and affective point of view*, making the students assess their own representations, inner and outer motivations, facilitating applications and involving the formation of self-assessment. Fulfilling all these tasks prepares the students to play the role of adults or to self-assess their interests becoming a privileged assessment tool.

The system of formative self-assessment adjustment is ensured by three ordered functions (Ketele, de J.-M. ed., 1992, pag.125) that have as goal:

- The Acknowledgement of Success;
- The Identification and Acknowledgement of errors;
- Readjustment and Amendment of strategies.

Formative assessment as complex process, changes errors into a study matter for students and not into a feeling of guilt and resignation. This process brings about a development of self-regulation and self-assessment processes.

The process of forming an active and independent learning ability is highlighted by allowing more time to formative assessment within activity management. It is regarded as “an important means of self-knowledge, self-control, self-appreciation of one`s activity and self-regulation of cognitive behaviour”.

Didactic assessment is for a student the basis of self-assessment because irrespective of the way it is perceived by him (subjective or objective, precise or imprecise, correct or incorrect, final or temporary) as a passive actor (in traditional didactics) or as an active one (in contemporary pedagogy), it hall-marks the development of self-assessment competence at students. Therefore, we consider necessary for:

- didactic assessment methods to be in a close correlation with initial self-assessment performed by the teacher upon himself (in order to be aware, at least theoretically, of potential factors of risk) and final assessment performed by the student upon himself. At this point, it is necessary for the student to be coordinated ab initio by a teacher, so as to understand the mechanism of the assessing process.

- didactic assessment methods to be explanatory and argumentative and not to be restricted to a plain normative indication, by the grade or qualification awarded. It also shouldn't be based only on a diagnostic, namely by the teacher's usage of an adjective, attribute, statement or negation of solutions that aim at justifying the student's answer to any type of assessment (initial, formative or summative).

- didactic assessment methods to be first of all formative (dynamic, extensive), in order to develop the students' abilities and self-assessment competence.

Students are encouraged to reflect upon learning and their results in order to form their self-assessment ability and improve the way they learn. Self-assessment is not only about self-correction, it is a process throughout which the subject monitors and judges the quality of thinking and behaviour used while learning. It also identifies certain strategies for diminishing the gap between obtained and desired performance. The self-assessment process brings about taking control of one's own process of learning. In this situation, learning becomes guided by metacognition, a strategic action which is planned, organized, monitored and assessed according to certain criteria and standards. A goal of self-assessment is the stimulation of motivation and of the responsibility in learning.

Another relevant aspect for self-assessment from the perspective of formative assessment is the one that brings about a strengthening of self-confidence, or as Andre de Peretti stated (1996, p.125) "establishing support that would favour progress at hand: thus, forming and probing, developing and securing (with diagnostic of probabilities despite difficulties and prognosis of most suitable endeavours) are in direct connection to formative assessment

Concluding, we think that it is necessary to reconsider formative assessment, considering the fact that we notice a certain delay or time lag between formative education and formative assessment, to the later one's

detriment. (Ungureanu, D., 2001, p. 267) Thus, along with the perspective of a new psycho-pedagogic approach, stress has also been laid on rethinking the strategies of formative assessment by:

- Redefining and reconsidering the educational objectives, including the operational ones (for instance, B. Bloom`s classic taxonomy of operational objectives), according to new teaching-learning-assessing strategies, mainly of cognitive nature,
- A transition from the plain-lineal character of assessment (presenting information → acquiring knowledge → assessment of performance) to a multidimensional characteristic of the assessment act. (Cardinet, J., 1994),
- Continuous updating of educational objectives, irrespective of the aimed goals or the types of assessment used, but also the update of the curricula, by relating it to contemporary socio-cultural requirement,
- Stimulating the development of certain competences and abilities of cognitive,
- Forming self-regulation abilities, by means of counter connections, as core of formative education (Allal, L., 1989, Cardinet, J., 1994, Delorme, Charles, 1994)
- Strengthening interaction between assessors and assessed ones by developing dynamic and self-assessment competences (Allal, L., 1989, Daniau, J., 1989, Ketele, de Jean-Marie, 1992)

The core of self-assessment that can be developed at students by extended formative assessment is making the student determined and responsible to become an actor of his/her own development and formation.

3.Methods

The investigational undertaking of our research is quantity based, aiming at identifying the level of self-assessment competence at students enrolled in the psycho-pedagogic programme of certification for the didactic profession.

The objectives of research

- investigating the level of self-assessment competences at students
- highlighting particular aspects that occur in self-assessment: representations, attitudes, dysfunctions.
- identifying or not, significant differences according to the field of study the questioned students come.

Hypothesis: Is students have developed self-assessment competences, then they present the learning and assessment process in a positive manner.

Methods and research tools

In order to carry out the research we have applied the inquiry method, using as tool a scale to identify the attitude and perception on self-assessment. This scale contains 40 statements regarding the understanding of the educational process and the reference to self-assessment. *Target group*: the researched test specimen is formed of 57 students from Mathematics-Informatics (28 subjects) and Romanian-English (29 subjects), in the 2nd year of study, enrolled in the psycho-pedagogic study programme of certification for the didactic profession. The research was conducted in the academic year 2011-2012 at the “Aurel Vlaicu” University of Arad.

Data analysis and interpretation:

After analysing the appreciation scale we can highlight the level of students` self-assessment ability development, according to their score. Most subjects (54,3%) scored between the limits of 30-39, which reveals a self-assessment competence in development. A lower number of students (15,7%) prove a good self-assessment competence, the students from Mathematics-Informatics (66,6%) possessing self-assessment skills that prove the fact that they easily identify the indicators and the objectives of assessment. Though, they are undergraduate students, it is concerning that a percentage of 29,8% of students scored under 29 points, proving low self-assessment competences or lack of interest towards learning.

It is possible for students with a low level of self-assessment competence to face difficulties in their didactic activity because the success implies, in this case, a reflexive approach of the formative and personal development process.

To identify relevant information regarding the process of self-assessment, we have grouped the items of the assessment scale in five representative groups.

The first graphic shows the students` perception of understanding the intention, objectives and criteria for success, their ability to identify or to develop criteria, the way they relate to the assessment process performed by the teacher and the way they project the expectations regarding performance in learning. We notice that many subjects wish to learn how to assess themselves, identifying their problem in this respect.

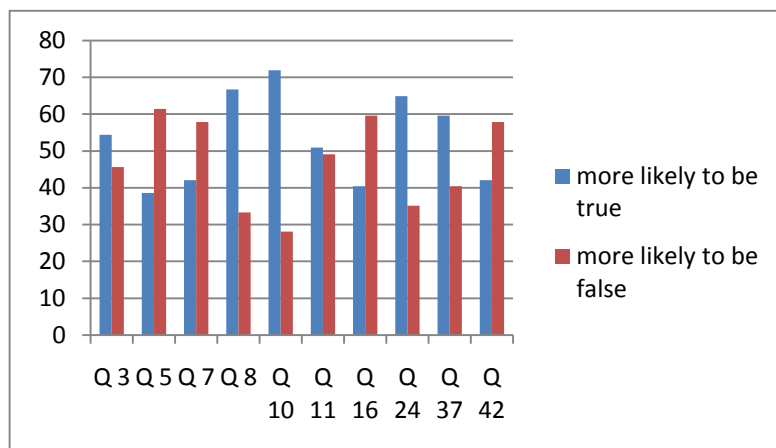


Figure 1. *Graphic representation of scored percentage regarding the understanding of intentions, objectives and success criteria*

Students express with difficulty the specific short-term objectives for the learning activity, preferring to state general goals.

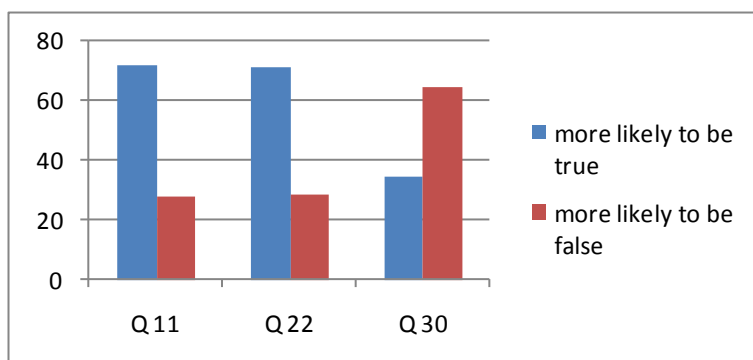


Figure 2. *Graphic representation of scored percentage regarding the objectives` setting*

Another category of statements provides information regarding the way students reflect upon the learning process. We notice that most students have a reflexive attitude regarding their own general activity, but 54,4% do not reflect too much upon the learning process, proving a low development of formative and motivational learning ability. 58% regard learning as a routine.

The same attitude towards learning is also shown by the fact that only 38,2% are preoccupied with identifying the cause of errors they make.

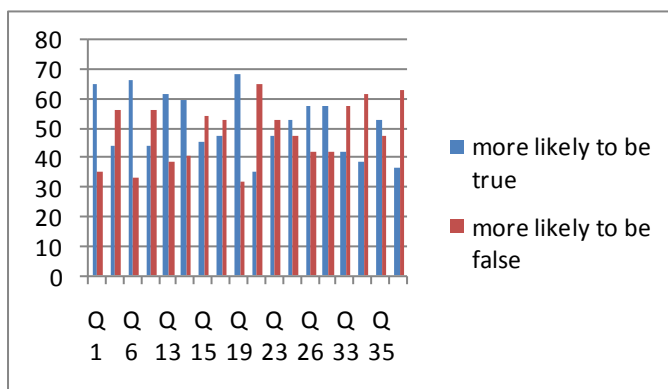


Figure 3. *Graphic representation of scored percentage regarding the reflection upon the learning process*

The action side of the self-assessment process is represented by the choices students made in the items presented in the graphic below. We notice that most of them prefer to receive immediate feed-back when they perform an activity and then use to eliminate errors or blanks. We find ourselves in the situation when we represent the inter-assessing act with poor cooperation between students, because 60% of the respondents state that they are not asked to give explanation to their mates when these ones face learning difficulties.

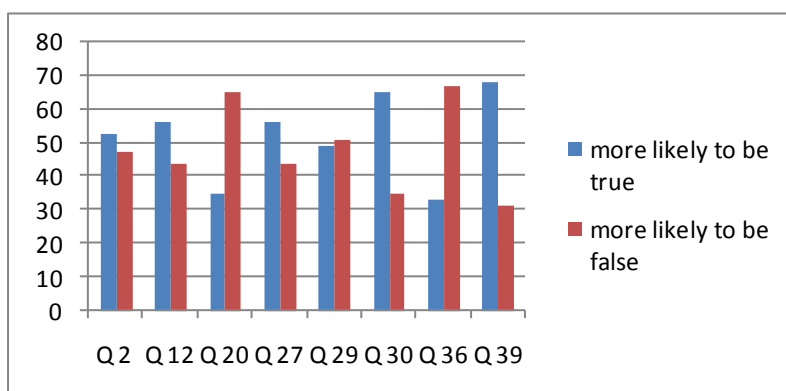


Figure 4. *Graphic representation of scored percentage regarding The answer to the feedback received from teachers and group mates*

The graphic that symbolizes the handling of the study reflects a difficulty in keeping deadlines, objective settling and estimation of the effort required for task solving. But 58% of the students are aware of the fact that learning is an activity which involves organization from a personal perspective.

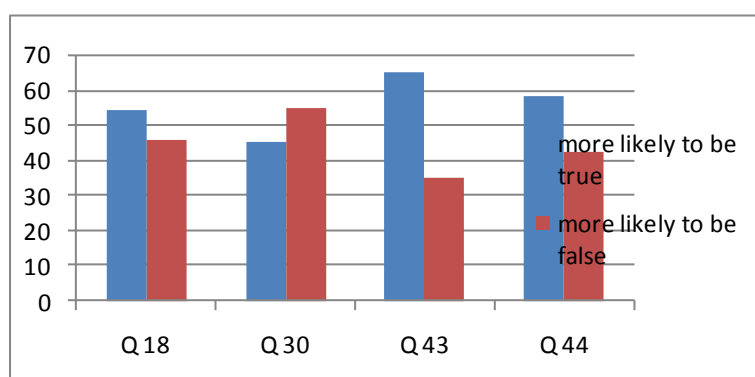


Figure 5. *Graphic representation of scored percentage in Handling the study*

4. Conclusions

The analysis of research results brought about the identification of certain aspects that facilitate the process of forming self-assessment competence at students:

- Changing attitudes and negative perceptions of future teachers towards didactic assessment;
- Designing certain criteria and standards of assessment and self-assessment in collaboration with students;
- Developing a reflexive attitude regarding the process of learning;
- Developing a reflexive attitude regarding teaching-learning-assessing activities;
- Developing a self-reflexive attitude towards self-reflexive competence;
- Being aware of docimology errors and negative assessment methods;
- Acquisition of assessment and self-assessment strategies in an inductive manner, through significant;
- Planning practical activities of inter and self-assessment that insure all necessary quality, diversity and quantity conditions for developing and strengthening the abilities of self-assessment;
- Permanent completion of inter and self-assessment exercises based on unitary accepted criteria.

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VIOLENT BEHAVIOR MANIFESTATIONS OF ADOLESCENTS IN SCHOOL

Olga D. Moldovan, Ph.D.¹¹⁸
“Aurel Vlaicu” University of Arad

Abstract: *Violent manifestations in young people’s behavior increased every year in the last decade. These manifestations take numerous aspects going from the simply verbal violence to severe physical violence and even crimes. One of the most important factor that determines violent behaviors in adolescents is the parental educational style.*

Our research tries to establish a correlation between the parental educational style and the violent behavior of the adolescents on a sample of 40 school adolescents. We applied personality inventories and other psychological tests to prove the existing relation between the educational style adopted by the parents inside the family and the violent behavioral manifestations of the adolescents in their school life.

The research has two usefulness: a theoretical one by its synthesis of the theoretic framework of the violence and a practical one, by the construction of psychological profiles that could determine the violent features of the adolescent personality and could prevent in this way the concret manifestation of this kind of behavior.

Key words: *violent behavior, school adolescents, parental educational style*

1. Theoretical approach

In the last decades the contemporary society registered a very lively rithm of evolution. This progress is more evident in the field of computers and of the informations quick spreading means. In this context the internet and the other important media field - the television, can convey informations about facts and events, sometime even in the moment of their production. Unfortunately, both field promote, in a groundless way the violence in the daily life. It is not surprinsing that different violence types, both on the own

¹¹⁸ Mail od_moldovan@yahoo.com

person (the suicid) and on the others, become models to be followed and to be imitated by the adolescents and the children

We can explain, taking into account these aspects, why the age level from which appear the suicid diminished very much and why the number of violences comitted by the adolescents alarming increased in the last years. Begining of the ancient history (by the religious offering and sacrifices), till the world wars or the contemporary wars from different corner of the world, the violence allways accompanied the humanity. The statistics show that „since the humanity has a written history, for a day of peace were registered 15 days of war, with 350 billions victims” (Scripcaru, Astărăstoae, 2003, p.171).

The negative aspects of the human behavior must be restrain by culture and norms which lead to the limitation of group violence or of the violence in the community by dialog, tolerance, compromise and understanding. The favouring of some stable traditions, of some real interhuman relationships and the application of preventive measures could lead to the significant diminishing of this phenomenon.

As a matter of fact to replace the violence with the force, to answer to the violence by force, is only a change of words, reason for which the society must be conscious regarding its future in which the prevention of the violence must be the effort of all the people and all the social institutions.

We consider that an important role in violence prevention must be hold by the family, the relations parents-children and the educational parental style. The first identification models for the child, from his infancy to the adolescence remains the parents. The parents incapacity to find a balance between the high authoritative attitude and the high protective one towards their children, now adolescents, determine them to consider the adults society as beeing ambivalent, contradictory, inadequate and hypocrite (Modrea, 2006).

The parental styles are, first of all, modalities of children education by the interaction parents-children. Each parent has his own style to educate the children, his own parental style. But the parental styles are not the same for all the people, not all the parents educate their children in the same way. Also, in the practice does not exist pure parental styles. Usually there are predominant parental styles, which put their mark on the child later development (Bonchiș, 2004).

The parental styles depend not only on the parents personality, on their educational model, but also on others factors like the general environment, the social conditions, the family structure, the parents professions etc.

The development psychologists are interested in the way in which the parents influence the social development of the children and their instrumental competences. One of the most important concept in the field is that of the parental educational style.

The psychological literature propose a classification in five parental styles. We speak about the indulgent, peremptory, indifferent, protective and democratic styles. This parental styles are rarely independent, sometimes they are functioning together (Verza, 2000).

Moldovan and Bălaș-Timar (2010) propose a classification in only four categories of parental styles: the democratic-peremptory style, the dictatorial style, the neglecting style and the permissive one.

The violence in the adolescents category becomes almost a common fact in our days. There is no day in which the media does not present new cases of violence among the adolescents, regardless if it is agresivity on his own person (going from intentional mutilations to suicide), or agresivity towards the others (going from the goods distruction to physical agressions or even crimes) (Atger, 2001).

The adolescence is often associated with violent manifestations. But we must not forget that the adolescence is a period in which the young person is subject to many violente changes because of the psychic and physic transformation that he passes through. The body sexualization, the affective relations modification, the violent emotions of the separation from the parents to a social autonomy, all these bring a re-evaluation of subject psychic and physic identity. Moreover, any adolescent becomes fragile because of the transformations that take place in his personality and, as a consequence, he can react violent to a situation which is perceived as threatening for his integrity. The manifestation forms of this violence and their possible rehearsal, depend on the one hand on the subject personality organization and on the other hand on the answers which are offered by the environement (Radu, 1994).

The violence in school is an expression of the violence in society; when the violence take place in schools, it leads to other consequences like: victization, prejudices, sometime death. The violence in school reduces the chances of the pupils to develop completely their personality and to receive a qualitative education (Sălăvăstru, 2003).

2. Research

Field of research and hypopthesis. The field research was the violent behavior of adolescents and its relation to the educational parental style. The hypothesis from which we start our research was: we supposed that there is a correlation between the educational parental style and the violent behavior of the adolescent in school.

Sample. Our sample included 43 adolescents, from the XI-th class, from the National College „Vasile Goldiș”, from Arad. We selected the XI-th class because, according to the psychologic stadiality, they are at the middle of the adolescence, taking into account that in the professional literature the

adolescence is situated between 16 and 18 years old. From the 43 subjects, 23 were boys and 20 were girls.

Methods: To stand out the parental educative style and the adolescents violence we made a questionnaire of 14 questions which was applied to the sample subjects.

Results and discussions

To verify the hypothesis we synthetized the answers of the entire sample in tables and graphics to illustrate the appearance frequency of each answer and we calculated the Spearman correlation quotient. The answers of our subjects regarding the educational parental style are included in the table 1.

Table 1. The educational parental style (N=43)

	Educational parental style	Number
a	dictatorial	11
b	democratic-authoritarian	22
c	neglecting	2
d	permissive	8

The answers obtained from the subjects show that their majority (22 subjects) are grown in a democratic-authoritarian style in which the affective warmth and the control are exercised in the same time by the parents. It is the educational style which offers to the adolescent the possibility to develop himself and to become an independent person which can assume the responsibility of his acts. This is the most appropriate educational style to ensure a normal and harmonious development to the adolescent.

Unfortunately, a quarter of our subjects (11 subjects) benefited by a dictatorial parental style. The parents want to have the entire control on the acts and the life of the adolescent, without considering his own opinions and preferences. Their requirements and their exigences are at a high level, sometimes even exaggerated, which made the adolescents to feel frustrated because they work hard without any appreciation and because they do not have the freedom to participate to recreative or distractive meetings.

This kind of adolescents will have a negative attitude towards their parents and, implicit, towards all that could means authority. They will feel constraint permanently when they must respect any roubles and their modality of reaction is either to subjugate without any fight, or to transgress, in a demonstrative way, all the roubles. Many times they have the tendence to manifest the same type of attitude and the same dictatorial style towards the smaller children or towards the wicker children. The border between this behavior and the use of the violence of any kind (verbal or physic) is very

fragil and may be passed easily in the situations in which the intrapsychic tension becomes insuperable for the adolescent.

At the neglecting style are included the answers of 2 subjects. This educational style is known by the lack of affective warmth and in the same time the lack of the control and that is why the value of parental education is almost null. The parents are not interested by the life and the activity of the adolescent, either because they could not manage this situation, or because they don't have time (they work in two or more places for having enough money for the family needs). As a consequence the adolescents become to consider themselves either as very important persons and react with violence at any fact which violate their supremacy, or become to consider themselves as persons without any value and in this way to accept all the violences of their colleagues.

For the last educational parental style, the permissive one, we have a number of 8 subjects which are included here. Although the affective warmth from the parents is present and it is manifested sometimes even in an emphasized way, but the control exercised by them is very weak and is not considered by the adolescent. „They do not assume responsibilities and have fluctuant and labile behaviors, frequently impulsive-aggressive, without taking into account the opinion of the company” (Moldovan, Bălaș-Timar, 2010, p. 101).

The parents, and especially the grandparents, appreciate that they had enough suffered and that is why they let the adolescents to do what they want, when they want and how they want and suffocate the adolescents with their love. This kind of adolescents will not accept to be told what to do and when to do the things and they will react in a violent manner at the limitation of their independence.

For the aggressive behavior the answers of our subjects are included in the table 2.

Table 2 Aggressive behavior (N=43)

	Aggressive behavior	Number
a	yes	15
b	sometime	24
c	no	4

Only four of our subjects never had an aggressive behavior. It is possible that their answers really reflect the truth, but it could be possible also that the answers be influenced by different factors. First we mention the phenomenon of the social desirability: the society considers that is not good and adequate to be aggressive and than the answers will be conform with what

the society desires. On the other hand the subjects from this category could not understand well the means of the question. For them the aggressivity means physic violence and the behaviors that are included in the verbal violence category are not considered as violence.

The great majority of our subjects say that they manifested violent behavior sometimes (24 subjects from 43). This are answers that we consider more close from the concrete reality, because the aggressive manifestation of the adolescents behavior are enough frequente and could not be allways controlled and voluntary repressed. The aggressive reactions to different situations, considered as threatening or humiliating, can be spontaneous, without the control of the censorship or of the self. As a consequence many adolescents have aggressive tendencies when they consider that their self image is threaten. Fifteen (15) of our subjects have an aggressive behavior frequently, fact that illustrate the lack of suppression of their immediate tendencies, the absence of the self –criticism spirit towards the own behavior and a disfunctional values system, in which the aggressivity is considered as a good method to solve the conflictual situations with the colleagues.

The data obtained by us are confirmed by the data from the speciality literature which affirme that more than 50% of adolescents have aggressive behavior. The kind in which the aggressivity is manifested is presented in table3

Table 3. Manifestation of aggressive behavior

	kind of manifestation	Number
a	screaming	9
b	fighting	24
c	object distruction	10

A great part of our subjects (a quarter of them, that means 10 subjects) manifest their accumulated rage on the objects that they have near them. That means that they throw the objects, tear them, soil them, tread on them. It is a current modality to discharge the rage, but the objects distruction could involve also other aspects: some kind of psychic tensions because they regret their reaction or they have to replace the other pupil objects. The violent behavior towards goods are more rare (Atger, F., 2001), although the adolescents if they do not have any person to confronte with or they are afraid of a direct confrontation, could utilise this kind of violence to revenge themselves on the ones who violated their physic or psychic integrity.

The category of the adolescents which utilise physic violence includes the greatest number of subjects (24 subjects, more than a half of our sample)

and we consider that this fact is significant for the attitudes and the reactions of our days adolescents. The majority of our subjects said that their agresivity was manifested by fighting, that means by physic violence.

An important role in adopting this modality of answer in conflictual situations is hold by the social provenience environment of the adolescent, the familial environment and the mass-media. If the adolescent comes from an unfavorable social environment, with an increased risk quotient, where the most appreciate in the community is the most powerfull which impose his opinion with the force, than the adolescent will adopt this kind of behavior to solve the conflicts, considering that this one is the only way to achieve respect and consideration from the colleagues. A conflictual, tensioned family environment, where the tensions between the parents are frequent and lead to conjugal violence, determines the adolescent to utilise the same models that they saw in the family to solve their conflicts. In this way the aggressive attitudes towards the partners will be perpetuated during the time, exactly because there are adolescents which learn in their families this kind of solving the conflictual problems. For them will not exist the negotiation, the explications, but only the law of the force and violence.

The conditions which determine the violent behavior of our subjects are presented in table 4.

Table 4. Conditions which determine the violent behavior (N=39)

	Kind of conditions	Number
a	personal offences or offence of a family member	13
b	provocations, annoying	3
c	friends offences	15
d	denying of their point of view	8

The most frequent aggressive responses given by the adolescents, were in the situation when their girlfriend or friends were offended. At this age, when the friendship feeling has a great importance, when the first loves appear in the adolescents life, any act straghten towards the object or loved person obtains the significance of an attempt to the personal life of the adolescent. They do not react because they feel threaten by the dispossessing of the loved object or person, but because they appreciate as offending the other people behavior. Any bad word or denigrating appreciation are interpreted as direct personal offences and they respond with an aggressive behavior.

A second reason of the aggressive behaviors in adolescence is the offences brought to the family members. It is very interesting the fact that, even the adolescent are not allways in the best relations with their family,

though they dont accept any offence adressed to the family. The defence of the apartenance group, represented in this case by the family, becomes one of their major objective. The offence especially at the mother adresse are considered very grave, and determine the adolescent to fight for his family.

Agressive responses are registered also in the cases in which the point of view of the adolescent is not accepted. They can express different opinions, which are fight against by their colleagues. In this cases when they have nomore arguments to support their opinion, many adolescents had resort to violence as a modality to make their opinion to be listened or adopted. Unfortunately the logic arguments at this age are very poor, in a hand because of the poor life experience of the adolescents, and on the other hand because of the poor knowledge luggage that they have and of the insufficient development of the thinking logic and abstract system.

The fewer agressive responses were to the category provoked (3 subjects). To the provocation the adolescents do not react agressively and try in the great majority of cases to avoid them or to desconsider them. Though when the provocation surpasses a certain limit as intensity, or a certain period of time as persistance, the adolescents can be exasperated and can react violent. As a last step of our research we made the correlations between the two variables: the parental style and the degree of violence. This was calculated with the statistic program SPSS 17.0, on the data collected by us with the questionnaires.

Taking into account the number of the subjects of the sample, and their aleatory selection was utilised as correlation quotient, the r quotient of Spearman (Radu și col, 1993). The obtained results were include in a correlation matrix and were indicated the statistic significances of each value (table 5).

Table 5 The correlations matrix and the significance of the quotients

	Non-violent	low violence	moderate violence	great violence
dictatorial	-.039	.114	.289***	.303***
democratic	.429***	.135	.105	.081
neglecting	.078	.115	.187**	.351***
permissive	.128	.119	.138**	.133**

*** p < .01

** p < .05

The correlations matrix confirms us the research hypothesis from which w start our research: there is a significant correlation between the parental style and the degree of violence of the adolescents. So our hypothesis was validated.The quotients included in the matrix show that there is a

significant correlation between the democratic-authoritarian parental style and non violence ($r = .429$, significant for $p < .01$). No one of the other parental styles does not correlate with the non-violence. There is a correlation at different degrees of signification between the moderate violence and the dictatorial, neglecting and permissive styles. So, for the dictatorial style and the moderate violence $r = .289$, significant at a level of $p < .01$, and for the other two styles neglecting and permissive the correlation with the moderate violence is situated at a level of $p < .05$. This means that the dictatorial style gives the greatest number of adolescents with moderate violence, while the other two styles (permissive and neglecting) give a smaller number, but though a significant one. For the group of adolescents with great violence, the correlation quotient with the educational parental style is very significant al a level of $p < .01$ for the dictatorial style ($r = .303$) and neglecting style ($r = .351$), and significant at a level of $p < .05$ for the permissive style ($r = .133$).

The validation of our hypothesis obtained by the practical researche made by us allow us to underline the fact that there is a real correlation between the educational style utilised by the parents and the degree of violence of the adolescent behavior.

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**LIZICA MIHUȚ: TWO BOOKS IN A HEART OR ABOUT THE
LIVED (AND WORKED) HISTORY OF “AUREL VLAICU”
UNIVERSITY ARAD**

Anton ILICA¹¹⁹
“Aurel Vlaicu” University of Arad

Abstract: *The 40 anniversary of higher education at “Aurel Vlaicu” University Arad is highlighted by Lizica Mihuț’s publication of two volumes: “A lived history: 40 years of higher education in Arad” (in collaboration with Andrei Ando) (Palimpsest, București, 2012) and “Aurel Vlaicu University 2011 – 2012” – volume XIII (Arad, 2012). My mission, as book reviewer, is to motivate the reader in taking up the reading of these books.*

Keywords: *higher education; mission; publication*

I lean upon the fact that Lizica Mihuț has a publicist’s yearnings and a certain gift that has left its mark on the structure and style of the texts lukewarm in these two books. Another reason is given by the event itself: 40 years are not much for an institution but are fundamental for building its authority. Arad required a strong, stable and secure academic pile that would last over the years.

On page 4, L. Mihuț states “*I have gathered a significant number of comments and pieces of information to rebuild, at an anniversary moment, the lived history*” of “Aurel Vlaicu” University of Arad (UAV). The volume “**A lived history...**” is an analytical study on the development of “Aurel Vlaicu” University, continuing the activity of *The Institute for sub-engineers*, dating in Arad from December 10th, 1972. From 1972 until nowadays, The Institute for Sub-engineers Arad as technical institution of higher education, baptized by the Polytechnic Institute “Traian Vuia” Timisoara, has developed an academic profile, functioning structures, so that since 1990, namely after 18 years, the Government released the document regarding the founding of the

¹¹⁹ Prof. univ. dr., e-mail: anton.ilica@yahoo.com.

Institute of Higher Education of Arad. Professor Lizica Mihuț's study, from the opening of the book, is based on data regarding the founding procedures, including those regarding the change of name from the Institute of Higher Education to "Aurel Vlaicu" University of Arad by the Ministry's Order from March 22nd, 1991.

As far as the structure is concerned, the over 900 pages long volume, begins with "The Rectors' Gallery" and continues with "Dialogued confessions, Daily Notes, Contemporary Testimonies" and ends with "Attitudes and Opinions".

Lizica Mihuț has written (and said) several times about the desire of Arad's intellectuals to assign the city of Arad, the status of university city. It has been an old wish of the intellectuals, ever since 1812, for over 200 years, when the Preparandia of Arad (Pedagogic High school) and the Clerical Institute had elements of superior education. Nowadays, both have higher education representations, in two faculties of "Aurel Vlaicu" University. The volume offers young researchers a vast documentary material in order to build a monographic image as bases for the future activity of the State University of Arad. To Andrei Ando's question (in an interview) on "***How will the future of UAV look like?***", Lizica Mihuț, showing a real responsibility, answers "*I am seriously thinking about the future. It will certainly increase in quality. I wish for UAV to have a future.*" (p. 894)

Lizica Mihuț brings a scientific argumentation regarding the name given to the university. Aurel Vlaicu is the spiritual protector of the university, a symbol of aspiration towards the peaks of science and culture. It is a necessary volume – study that will hallmark the future of the University, representing a first testimony about the 40 year history of "Aurel Vlaicu" University.

The second volume X-rays the last year of "Aurel Vlaicu" University's activity and its urge to define an institutional personality. It is published as a "valuable moment in a year's activity" but also with the hope that we, the people will have a historical responsibility: "*each one's duty of honour is towards the citizens of Arad that have desired an university ever since 1855, but, mostly it is a duty towards ourselves. Only through thorough scientific contributions, powerful research centres, studies and books published at important publishing houses and in important journals, will "Aurel Vlaicu" University have a present and a future*". (p. 170). As we have been accustomed since the

year 2000, the idea of visibility is represented in volumes, as a testimony of UAV`s activity, as it is revealed by the press from inland and abroad.

The author of the above statements, Lizica Mihuț, is as well gifted with this historical responsibility. She owns representativeness in her concern and struggle for a real visibility of the university`s deeds and accomplishments. She proves that her activity is based on authentic values and aims at maintaining a high institutional quality.

Starting with 2000, when she became rector, until today, Lizica Mihuț elaborates a dynamic chronicle, in yearly volumes with the title "*Aurel Vlaicu*" *University*", counting 18 volumes so far.

All in all, the volumes "Aurel Vlaicu" University (from 2000 until 2012) contain over 8000 pages, similar to a *Larousse* or *Encyclopaedia Britannica*. A whole library shelf.

Rigorously structured, the 16 chapters describe the university`s activity as presented in the press or in official documents: the academic year opening ceremony with all its press echoes, the presentation of the university`s structures (faculties, departments, directorates), the scientific research and international relations, venue, the university`s guests and Romanians we are proud of, publishing (including iconographic material). They confer the reader a complex picture of "Aurel Vlaicu" University`s activity, an intellectual institution, involved in the training process of Arad`s community.

What is so special about the last volume is that it stresses and promotes the idea of continuity in changes. The Senate`s elections, the changes in management structures are presented with the clear intention of keeping the institution in a legal and stable framework. I also notice that this volume stresses the virtues of scientific research in promoting the authority and image of "Aurel Vlaicu" University.

Another of the author`s attitudes deserves our appreciation: Lizica Mihuț`s faith in the future of "Aurel Vlaicu" University: "*We know that it is difficult. We know that the standards are high. We know that the competition is not loyal. But we also know that **together** we will overcome the obstacles, we know that values will last in spite of the "waves", hardships, irrespective which they are.*" (p. 37).

These two volumes offer the readers a coherent text, revealing a fact that an authentic intellectual is familiar with: the value of a

justifying document. Moreover, Lizica Mișuț writes about the future, about the paradigm of building the personality of a higher education institution, about making tradition as lived history, by the contemporary generation.

The two books that Lizica Mișuț has published (one in co-authoring with Andrei Ando) are the most precious gift a member of the academic staff can offer to an institution in celebration. This institution has gradually developed from its first rector until nowadays. As President of the UAV and former rector, Lizica Mișuț makes a historical confession but also reveals the beautiful and dignifying present, as well as a trustful vision in a successful development of the “Aurel Vlaicu” University, an institution she has dedicated her life to. The author has the strong belief that **TOGETHER** (the institution’s slogan) through all the accomplishments that will come, the university will ensure an organizational culture and Lizica Mișuț will keep on being the image and visibility promoter of the State University that she provided with the most beautiful characteristics of its evolutionary and quality development.

Editura Universității „Aurel Vlaicu” Arad
• Acreditată CNCSIS •
Arad, str. E. Drăgoi, nr. 2-4 • Telefon: 0257-219555 •
E-mail: editura uav@yahoo.com

Tipar executat la Imprimeria Universității ”Aurel Vlaicu”, Arad, România

Journal Plus Education, ISSN: 1842-077X, E-ISSN (online) 2068 – 1151
Vol VIII (2012), No. 2, pp 311 – 314